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AN EVALUATION OF THE FICTION COLLECTIONS
IN THE ELEMENTARY SCHOOL LIBRARIES
OF AN ALBERTA SCHOOL DISTRICT

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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The undersigned certify that they have read, and recommend
to the Faculty of Graduate Studies for acceptance, a thesis
entitled "An Evaluation of the Fiction Collections in the Element-
ary School Libraries of an Alberta School District" submitted by
Ardis Daphne Kamra in partial fulfilment of the requirements for
the degree of Master of Education.

ABSTRACT

The purpose of the study was to evaluate the nature of the fiction collections in the elementary school libraries of an urban Alberta school district.

A random sample of ten per cent of the fiction titles was selected from each of the three school libraries utilized in the study.

The literary quality of the titles was assessed by means of a score-sheet. Each title in the samples was read twice before evaluation. The ratings of the titles were validated by checking to determine if the titles were included in several standard recommended lists of books for school libraries. The range of subject representation in the samples was measured by means of a check-list for scope and variety. The instruments were constructed by the investigator.

The findings indicated that the fiction collections were characterized by large percentages of inferior books, too few titles, and a limited range of subjects.

Lack of a written 'materials selection policy' and dependence on publisher's catalogs for book selection purposes are two factors which may have influenced the nature of the fiction collections in the district.

An unexpected finding of the study was that the fiction collections in the three schools studied apparently contained more

subjects of interest to girls than to boys. Since sex-bias in the collections was not a part of the current study, this may be a fruitful area for future research.

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CHAPTER I

THE PROBLEM

I. BACKGROUND OF THE STUDY

The vital role of the centralized elementary school library in achieving the educational objectives of Alberta schools was recognized in 1960 through the Department of Education's provision for approved cost of library space in schools. As a result, school boards generally began to include library quarters in their elementary school designs. To encourage the staffing of school libraries, the School Foundation Program was extended in 1965 to include stimulus grants to all school boards which employed the services of teacher-librarians for at least two-thirds of their time in school libraries.¹ In 1967-68 these grants were paid for school librarians in 274 of the 1,385 schools in the province. Of these schools, 522 had completely centralized libraries and an additional 347 had a central library with some permanent classroom libraries.² It was not until January of 1968 that capital grant provision was made for the

¹ Alberta Department of Education, "School Foundation Program Fund Regulations" (Order in Council 722/68, January, 1968), Section (a), Pt. (ii), p. 34.

² Alberta Department of Education, "School Library Survey" (School Library Consultant, Edmonton, Alberta, 1968), p. 2. (Mimeo-graphed.)

acquisition of library books in new centralized school libraries.

Until then, only such money as was allocated by the school board was available to furnish books and materials. The present grant is related to the size of the library and furnishes two dollars per square foot up to 8,000 dollars, to be spent on books in new central libraries.³ The Department of Education now encourages through grants the three dimensions necessary for the establishment of school library service.

Books and other materials, a library area and a librarian form the basic ingredients of a school library. The purposeful co-ordination of these elements to perform a specific function constitutes what is known as library service.⁴

The place of the library in the modern school is well documented in the literature of the sixties.

The school's responsibility in education lies in the intellectual development of children and youth. Its activities are focussed in the main, upon the cultivation of intellectual competence. This competence is revealed in the student's breadth and depth of knowledge, in his skill and power in communication, his capacity for thinking clearly and critically, in his continued search for truth and goodness, in his code of personal conduct, in his sensitivity to beauty and his appreciation of that which is fine and good and in his insights into human relationships, social responsibility and the obligations of citizenship.⁵

³ Infra, Appendix D., p. 128.

⁴ Canadian Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967), p. 1.

⁵ Saskatchewan Association of School Librarians, Proposed Standards for School Libraries in the Province of Saskatchewan (Saskatoon: Saskatchewan Association of School Librarians, 1964), p. 1, citing the Saskatchewan Department of Education, The Role of the School in Education.

The successful application of these principles depends with increasing urgency on the availability of functional library services in every school in our province, elementary through high. The boundaries of the classroom, however superior the instruction within them are too narrow to disseminate the vast accumulation of knowledge today. These boundaries can be immeasurably extended by the school library...⁶

Masterton⁷ showed that children attending schools where there was a centralized library supervised by a qualified librarian and with an active library program, achieved higher reading scores than similar children attending both schools with no libraries and schools with unsupervised libraries. Monahan⁸ found that students read more and read books of better quality in schools where there was a library than children attending schools where there was no library. Peltola⁹ in a study of children's choices of recreational reading material suggested that there was a need to examine present practices of building book collections in elementary schools

⁶ Saskatchewan Association of School Librarians, Proposed Standards for School Libraries in the Province of Saskatchewan (Saskatoon: Saskatchewan Association of School Librarians, 1964), p. 1.

⁷ Elizabeth G. Masterton, "An evaluation of the School Library in the Reading Program of the School" (unpublished Master's thesis, University of Chicago, Chicago, 1956), p. 46-47.

⁸ Marietta Monahan, "A comparison of Student Reading in Elementary Schools With and Without a School Library" (unpublished Master's thesis, University of Chicago, Chicago, 1956), p. 40.

⁹ Bette Jean Peltola, "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls" (unpublished Doctoral thesis, The University of Minnesota, Minneapolis, 1965), p. 247.

because the fact that many children with high reading achievement chose books of inferior quality might indicate that there were not enough books available to satisfy their needs. These three studies indicated that elementary school children had very catholic and diverse tastes in reading and that in order to develop permanent reading interests in good books, students must be exposed to quality books which meet their reading interests.

The purpose of this study was to explore the quality of the fiction collections in the centralized elementary school libraries of an Alberta school district. The study also explored to a limited degree the methods of book selection and the book selection policies of the district to see how these factors influenced the quality of the collections.

II. NEED FOR THE STUDY

In Alberta, elementary school library development is still in an incipient stage. Other than Edmonton, Calgary and some counties where there have been well qualified library supervisors for a number of years, there has been little professional guidance for school districts engaged in building elementary school library collections. The Provincial School Library Consultant was not appointed until 1966 and there have been no provincial school library standards. Elementary school libraries have been organized and operated by dedicated principals and teachers who often performed this service in addition to full administrative and teaching

loads, and with little or no help from qualified personnel. In the year 1967-68 only 57 per cent of the school librarians in the province had completed one or more courses in library education.¹⁰ It is possible that in these circumstances quantity has been equated with quality in the building of many collections and that due to limited financial assistance even the quantity of books housed in elementary school libraries may be very limited.

Cianciolo stated:

The number of books read is not the influencing factor that the book selector should consider. It is the quality and possible influence of books that need special consideration by the book selector.¹¹

Both the Canadian¹² and American¹³ school library standards indicate that the school library collection must reflect the educational philosophy of both the province (or state) and the school district. The Alberta Department of Education states it's philosophy as follows:

The ultimate goal of education is the happiness of the individual. Accordingly, the teacher's purpose is to assist

¹⁰ Alberta Department of Education, op. cit.

¹¹ Patricia Jean Cianciolo, "Criteria for the Use of Trade Books in the Elementary School Library Program" (unpublished Doctoral thesis, Ohio State University, Columbus, 1963), p. 29.

¹² Canadian Library Association, op. cit., p. 2-10.

¹³ American Library Association, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 14.

each child to unfold as fully as possible his unique potentialities; he should direct his attention primarily to the welfare of each boy and girl, recognizing that if every child as an individual in his own right is given the opportunity for proper physical, mental, emotional, social and spiritual growth, he will cheerfully and understandingly fulfil his responsibilities to his fellows.¹⁴

Accordingly, the following are among the types of growth to be fostered:

- (1) Attitudes of self-respect, creativeness, co-operativeness, responsibility and social concern;
- (2) Appreciation of the dignity and worth of the individual, of man's achievements, of the beauties of nature and of the values derived through association with others;
- (3) Understanding the significance of the interdependence of all forms of life, of man's increasing knowledge and control of nature, of democracy as a way of life;
- (4) The child's capacities, abilities and skills in reading, in communication, . . . and in the arts.¹⁵

Smith¹⁶ and Hazard¹⁷ wrote of the relationship between wide reading and the development of these kinds of growth. An essential part of the reading program in the elementary schools has as its purpose the development of interest in reading a wide variety of

¹⁴ Government of Alberta, Bulletin 2, Program of Studies for the Elementary School (Edmonton: The Queen's Printer, 1949), p. 10-11.

¹⁵ Alberta Department of Education, A Reading Handbook (Edmonton: The Queen's Printer, 1964), p. 43.

¹⁶ Lillian Smith, The Unreluctant Years (Chicago: American Library Association, 1953), p. 14.

¹⁷ Paul Hazard, Books, Children and Men (Boston: Horn Book Incorporated, 1944), p. 42.

materials and development of preference for reading material of "high literary value."¹⁸ The standards assume that where there is professional staff, libraries will contain well-selected, well-balanced collections of books and other materials appropriate to the needs of the schools in which they are located. Studies often assumed that the presence of a centralized library indicated a suitable collection of books. With the exception of Gaver,¹⁹ little qualitative research has been done on school library book collections. There has been no study of this nature in Alberta. Since Alberta is rapidly becoming urbanized, a study of the nature of elementary school library collections in an urban school district will reflect the type of material available to children in the district and provide some guidelines for similar school districts building collections of quality and variety.

III. PURPOSE OF THE STUDY

The purpose of this study is to make a qualitative assessment of the nature of the fiction in the centralized elementary school collections of an urban Alberta school district. An attempt will be made to answer the following questions:

¹⁸ Alberta Department of Education, A Reading Handbook, p. 43.

¹⁹ Mary Virginia Gaver, Effectiveness of Centralized Library Service in Elementary Schools (New Brunswick, New Jersey: Rutgers University Press, 1963), pp. 51-64 and 146-151.

1. Do the fiction collections of the schools in the study reflect high standards of quality?
2. Do the fiction collections have scope and variety, providing the students in the school with different kinds of books with which to satisfy their diverse interests?
3. Are there differences between the fiction collections of the three schools over and above that which might be explained by different grade composition?
4. Do the policies and methods of book selection vary in the three schools?
5. Do the collections exhibit attractiveness so that they are appealing in appearance and invite the attention of prospective readers?

IV. DEFINITION OF TERMS

Fiction. Fiction may be defined as a story with a plot.

For children's literature:

The plot or action of a story built around the theme, should begin rapidly, have much lively action, suspense, and a definite ending.²⁰

For the purposes of this study fiction is also defined as that type

²⁰ Alberta Department of Education, A Reading Handbook, p. 43.

of book which Children's Catalog²¹ classifies as E for easy, SC for story collection and F for fiction.

Materials Center. For the purposes of this study a materials center is a library which incorporates instructional materials in all forms. These materials include print and non-print media including books, pictures, periodicals, maps, globes, charts, film strips, films, slides, phonodiscs, tapes, microfilms, programmed learning materials, community resource files, models, museum objects, display materials, and other materials deemed necessary by teachers as aids to more effective teaching and learning in the school.

V. PLAN OF THE STUDY

The school district which was selected for the study is located in a town with a population of 9,000 and is near a large city. There are both a public and a separate school district in the center. The town, similar to others near cities, has had a rapid rate of growth in the last ten years. Most of the homes were built during this period and taxes are high, partly to finance the new schools which have been needed to keep pace with the rise in

²¹ Children's Catalog (11th edition; New York: H. W. Wilson Company, 1966).

population.²²

There were four schools which contained elementary grades in the district where the research took place. One of these was eliminated from the study because, although it contained some classrooms of grades four to six, the library collection was geared to the junior high students, and the administration expected that the elementary grades would soon be moved to another school. Three of the schools were therefore selected for inclusion in the study.

A table of random numbers was used to select ten per cent of the fiction titles from each school library. Each of these books was read twice and evaluated on a score-sheet developed through extensive search of the literature.

The evaluations were validated by checking the titles against the Wilson Catalogs²³, the Basic Book Lists for Canadian

²²According to the 1966 Alberta Government Industrial Survey made by the Department of Industry and Development, the 1956 population was 1,320. The population rose to 3,840 in 1960, and to 9,070 in 1965. The mill rate was 58 in 1960 and 58.5 in 1965.

²³The Wilson Catalogs refer to the following publication of the H. W. Wilson Company and to the annual supplements to these publications: Children's Catalog, the 7th to the 11th editions inclusive; Junior High School Library Catalog, the 1st edition; and Standard Catalog for High School Libraries, the 5th to the 8th editions.

Schools and their Supplements²⁴, the Ontario Library Review, and the Bulletin of the Center for Children's Books. The Wilson Catalogs and their Supplements and the Ontario Library Review were checked from 1945 to 1967. The Bulletin of the Center for Children's Books was checked for the period from 1958 to 1968. Reading studies have used the Wilson Catalogs alone as an instrument for determining the literary value of children's books but it was felt that since these include very few Canadian and English titles a broader approach should be taken. The Bulletin of the Center for Children's Books was included because it identifies weak and inferior titles.

The titles were evaluated separately on a format rating sheet. The remainder of the data were gathered by interview with the superintendent of the district, by interviews and a questionnaire filled out jointly by the principal and librarian in each school.²⁵

²⁴ Basic Book List for Canadian School, Elementary Division, (Ottawa, Canadian Library Association, 1965); Basic Book List for Canadian Schools, Elementary Division, 1967 Supplement; Basic Book List for Canadian Schools, Junior Division, (Ottawa: Canadian Library Association, 1965); Basic Book List for Canadian Schools Junior Division, 1967 Supplement; Basic Book List for Canadian Schools, Senior Division, (Ottawa: Canadian Library Association, 1965); Basic Book List for Canadian School, Senior Division, 1967 Supplement.

²⁵ See Appendix B, p. 111.

VI. LIMITATIONS

The research plan is designed to analyze in depth only one portion of the schools' library collections, the fiction books. The strengths and weaknesses found in the fiction collections are not applicable to libraries in any other school district.

CHAPTER II

RELATED LITERATURE

I. INTRODUCTION

The one generally agreed upon criterion for children's literature is that it must be interesting to children. Other criteria are dependent on other value systems, on psychological theories and on the age in which the criteria were developed. In the nineteenth century it was widely held that children's books must be morally, socially and informationally didactic. Reading for pleasure was frowned upon as an unsuitable use of the child's time. The twentieth century brought with it not only a revision of thinking concerning the place of recreational reading in the child's development, but an affirmation of the necessity of wide reading during childhood. As a result, a vast amount of research was undertaken to ascertain the nature of children's reading interests. The majority of these studies took place between 1920 and 1950. A review of research by Hunnicutt showed that by 1958 more than three thousand of these studies had been completed.¹

¹C. W. Hunnicutt and William J. Iverson, Research Into the Three R's (New York: Harper and Brothers, Publishers, 1958), p. 1.

II. THE LIBRARY IN THE ELEMENTARY SCHOOL

These studies of reading interests led logically to an examination of the place of the school library in relation to the amount and quality of children's reading. Monahan made a comparison study of students in two elementary schools, one with a central library and one without.² Holding socio-economic status and I.Q. constant, she found that both boys and girls in the school with the central library read more pages than those in the school without. She also found that students at every grade level, in the school with the central library exhibited more independence in book selection than the students in the school where there was no library.

Perhaps the most important implication from this information is the desirability of giving the children access to a well selected and varied collection of material.³

The methods of book selection and the variety of books available to the students are very important. Monahan also noted in her study that the librarian rated higher than friends, except for seventh grade boys and eighth grade girls, as the better source of recommendation of a good book, and that the children in the school which contained a central library read books of higher

² Marietta Monahan, "A Comparison of Student Reading in Elementary Schools with and Without a School Library" (unpublished Master's thesis, Chicago, 1956), p. 40.

³ Ibid., p. 29.

quality than those in the school without a central library.⁴

Masterton evaluated the effect of the elementary school library on the reading program by comparing the reading achievement scores of students in the same school over a period of years in an area where socio-economic status remained constant.⁵ She used data for all students for the years 1933 to 1937, and 1939, when there was no school library; the years 1939 to 1941, and 1943, when there was an unsupervised library; and the years 1947 to 1949, and 1951, when there was a full-time librarian and an active library program. The achievement of low I.Q. children declined and of high I.Q. children (over 120) increased when there was an unsupervised library, but the improvement was most marked at all levels when there was an "active library program supervised by a full-time librarian."⁶

Grade four and six reading choices and their quality were examined by Peltola in a study which showed that children with high reading achievement scores read more extensively from the school library than children with lower scores. In the high

⁴ Ibid., p. 40-51.

⁵ Elizabeth G. Masterton, "An Evaluation of the School Library in the Reading Program" (unpublished Master's thesis, University of Chicago, Chicago, 1953), p. 1-2.

⁶ Ibid., p. 42-46. (The choice of years for the study was governed by the availability of reading achievement scores.)

achievement group she noted that the students often chose books of inferior quality for out of school reading. She deduced from this that the school library does not supply enough material for the needs of bright students, and there is a need for teachers and librarians to guide the students in reading choices:

...so that the child will not only find pleasure in his reading but also begin to develop a sense of discrimination or taste for fine writing.⁷

She concluded that literary taste is developed by guidance and exposure to good books.

In a survey of the elementary school libraries in New Westminster, B. C., in 1963, it was found that:

1. Books for elementary grades were too few and not of high enough quality...
2. General collections have considerable gaps; that is, many content areas have no material or inadequate representation.
3. There were markedly inadequate holdings of Canadian and British publications...

The measure of quality of the collections of these libraries was made by checking the holdings of each library against several extensive book lists, one prepared by the Ontario Department of

⁷ Bette Jean Peltola, "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls" (unpublished Doctoral thesis, The University of Minnesota, Minneapolis, 1965), p. 246.

Education, and the others by the University of British Columbia.⁸

III. CRITERIA FOR CHILDREN'S BOOKS

Generally recognized criteria for children's books have been in existence for over fifty years. They have been developed by literary critics, children's librarians and teachers, and have been widely adopted by the authors of guides for teaching reading. They have been used as standards of judgment for the choice of award books such as the Newbery and Caldecott annual awards⁹, for evaluating new books reviewed in professional journals and as the basis for selecting titles included in lists of good books for children such as the Wilson Catalogs, lists compiled by educational authorities and basic lists of books for school libraries published by the School Library Sections of the Canadian and American Library Associations.

Hazard has been widely quoted since Books, Children and Men was translated into English in 1944. His criteria summed up well that which had been widely written about before. Hazard decried books which depended upon sentimentality for their appeal or which disguised information with a thin coating of story in

⁸Shelia A. Egoff and Barbara Gibson, "School Library Service in the School District of New Westminster, A Study of Book Collections in School Library Service," (Vancouver: University of British Columbia, 1963), p.17. (Mimeoographed.)

⁹Irene Smith, A History of the Newbery and Caldecott Medals (New York: The Viking Press, 1957), pp. 56-59.

order to foist knowledge upon unsuspecting children. He said that books for children must be artistic, have literary merit, be interesting, substitute understanding of human emotions for sentimentality, and "give them [the children] respect for universal life". He said pictures must appeal to the children, be artistic, and chosen from the best. The role of information in books, according to Hazard, is to create a curiosity which will grow. The essence of these criteria is that books for children must be artistically conceived and must develop both human sensitivity and natural curiosity.¹⁰

The criteria outlined by Lillian Smith are very similar. She stressed imaginative quality and characterization as elements which accompany the action in good children's books. The theme is intrinsic in the unfolding of the plot and the book has developmental values which give the child "Something to 'stretch' the mind and give direction to the imagination."¹¹

Another Canadian authority on children's books, Egoff, outlined criteria for children's literature which agree with Hazard and Lillian Smith. Egoff stressed characterization, a

¹⁰ Paul Hazard, Books Children and Men (Boston: The Horn Book, Incorporated, 1944), pp. 42-43.

¹¹ Lillian H. Smith, The Unreluctant Years (Chicago: American Library Association, 1953), pp. 37-42.

strong central theme, realism and imaginative appeal as the qualities essential in good children's fiction.¹²

Arbuthnot listed the following criteria for children's fiction:

...substantial themes, plots with action, unity, logical development, economy of incident; truth to human nature; a style that absorbs and interests young readers. These still hold as criteria for all types of fiction.¹³

Analysis of the content, style and values of a book are the three areas most considered when buying books for libraries according to Haines¹⁴, who is considered to be one of the three foremost authorities on book selection.¹⁵

James Steel Smith said that criteria for adult and children's books differ because the child's experience is more limited than that of an adult. The standards are similar but the good children's book has a more integrated story. Some themes are unsuited to children because the problems are beyond their comprehension. These differences are used in evaluating books for

¹² Sheila A. Egoff, The Republic of Childhood, A Critical Guide to Canadian Children's Literature in English (Toronto: Oxford University Press, 1967), p. 92, 107 and 161.

¹³ May Hill Arbuthnot, Children and Books (Chicago: Scott, Foresman and Company, 1947), p. 394.

¹⁴ Helen E. Haines, Living With Books, The Art of Book Selection (New York: Columbia University Press, 1950), p. 124.

¹⁵ Patricia Jean Cianciolo, "Criteria for the Use of Trade Books in the Elementary School Library Program" (unpublished Doctoral thesis, Ohio State University, Columbus, 1963), p. 30.

children of different ages and levels of maturity. Other differences are limitations of vocabulary and differences in what is understood from the same story by a younger and older child or by a child and an adult. Many adult books enjoyed by children and many children's books enjoyed by adults have been appreciated for different reasons.¹⁶

Evaluative criteria listed by Eakin reflect those of other authorities in the field. Included are: literary quality measured by the same standards as those used for adult fiction such as consistent realistic characterization, integrated plots which are developed logically, themes that "meet modern standards of social and ethical values", content which is interesting to the child and expands his world, and books which are suitable for the maturity level of the intended reader.¹⁷

Cianciola made an extensive analysis of the literature on book selection written since 1900 and found that there was wide agreement on the criteria by which books are selected.¹⁸

¹⁶ James Steel Smith, A Critical Approach to Children's Literature (New York: McGraw-Hill Book Company, 1967), p. 10-20.

¹⁷ Mary K. Eakin, Good Books for Children (Chicago: The University of Chicago Press, 1966), p. xi-xv.

¹⁸ Cianciola, op. cit., p. 147-148.

IV. SPECIAL CRITERIA FOR PICTURE BOOKS

Picture books are unique only because they have been written for very young children, the pre-school and the early elementary group. These books depend upon many pictures integrated with little text to tell a story. A child can read a picture book using only the illustrations but the book has greater impact and wider dimensions when the story and pictures are used together. The criteria used for illustrations in children's books are the same as those accepted by artists in judgment of any art work.¹⁹ Good illustrations according to Johnson et al., according to Fenner, and according to Smith have the following qualities:

1. They meet artistic standards of composition, balance and form.²⁰
2. They are an integral part of "the type and the book generally."²¹
3. Pictures and story together comprise a literary work greater than the two separated.²²
4. They have high appeal and familiarity to children.²³

¹⁹ Otto G. Orvirk and others, Art Fundamentals, Theory and Practice (Dubuque, Iowa: Wm. C. Brown and Company, 1960), pp. 8-15.

²⁰ Edna Johnson, Evelyn R. Sickels and Francis Clarke Sayers, Anthology of Children's Literature (Boston: Houghton Mifflin Company, 1959), p. 1135, The first criterion.

²¹ Johnson, op. cit., The third criterion.

²² Phyllis Fenner, The Proof of the Pudding; What Children Read (New York: The John Day Company, 1957), p. 36.

²³ Johnson, op. cit., p. 68.

5. They portray both the familiar and the unfamiliar in terms of childhood perception. They have meaning for young children.²⁴

Schatz says that the ability to evaluate picture books is developed through:

1. A study of the books that have become classics
2. Reading and comparing book reviews
3. Critical reading of available picture books
4. Introducing selected books to children and recording their reactions
5. Recording the books they select on their own
6. Providing opportunities for children to discuss the books they have read.²⁵

These are the ways in which the ability to evaluate all children's fiction is developed.

V. STUDIES OF BOOK COLLECTIONS

A comprehensive study of the quality of all types of books in six elementary schools was undertaken by a team of researchers headed by Gaver in 1959. Gaver compiled a list of thirteen categories of criteria for the literary value of trade books and an additional four category rating list for the format of school library books. From these she obtained a numerical library-category rating for each of the six schools surveyed. Quality of the

²⁴ Lillian Smith, op. cit., p. 128.

²⁵ Esther Schatz, "Evaluating Picture Books," Elementary English, 44:870-874, December, 1967.

collections, both classroom and central, was assessed by the identification of criteria for superior, average and inferior books, and by compiling a basic checklist of these from Children's Catalog, three American Library Association lists of recommended books, Junior Library Reviews in the Library Journal, reviews in the Bulletin of the Center for Children's Books and the file of rejection slips maintained by the Library Journal. The resultant master list of titles and ratings was checked against the holdings of the six schools. In the classification procedure, provision was made for both scope of subjects and "balance in reading levels." For this purpose Children's Catalog and the ALA Basic Book Collection for Elementary Grades were considered to be approximately "ideal" collections.²⁶ Gaver found that only one of the six schools had a collection approaching the superior classification and that the fiction tended to be of better quality than the non-fiction and reference books. Critics of Gaver's method said that it was "essentially a validation of the checklists used rather than an evaluation of the collection."²⁷ Gaver suggested

²⁶ Mary Virginia Gaver, Effectiveness of Centralized Library Service in Elementary Schools (New Brunswick, New Jersey: Rutgers University Press, 1963), p. 52-54 and 59-62. By "balance" Gaver meant that there were books at reading levels appropriate for the various grade levels and reading levels of the students in the schools.

²⁷ Ibid., p. 62

that another method might be to apply the criteria to books individually if professional judgment were used.²⁸ Format was deemed essential in assessing books in the collections because a worn, unattractive book has no appeal to a browsing reader unless he has prior knowledge of the title or content.

VI. VALUES OF FICTION FOR CHILDREN

The importance of providing elementary school children with a wide variety of interesting books cannot be overstated. Children learn to read and develop interest in reading books in the early grades. Ryan found that library reading assisted children to write well. "Reading helps children, unconsciously and painlessly to acquire taste, vocabulary and style."²⁹

Three kinds of language were described by Martin in a discussion of the language development of children. The third type is the language the child learns from literature. It is called "life-lifting language."

Life-lifting language is the language of moral perceptiveness by which existence becomes beautiful and significant. It

²⁸ Mary Virginia Gaver and Marian Scott, Evaluating Library Resources for Elementary School Libraries (New Brunswick, New Jersey: ssh press, 1962), p. 2.

²⁹ Bonah Ryan, "Discoveries Shared," Elementary English, 45:619-622, May, 1968.

is the language that braces the heart and the mind for the relentless struggle to become human.³⁰

According to Loban, literature enlarges "awareness of values and refines discrimination among values."³¹ In a study of the relationship between social sensitivity and understanding of literature in adolescents, he found that the highly sensitive group were much more perceptively understanding of the characters in the chosen selections than were the low-sensitive group. The high-sensitive students were also much more socially oriented, less concerned with the gratification of their own desires, and less impatient of societal controls, than the low-sensitive group. He concludes, "The best literature can help point away from blurred values, wasteful confusion, and muddled living; it can select and order, bring beauty, personal and social values; emotion and thought into a single order realm."³²

VII. READING INTERESTS OF BOYS AND GIRLS

In a twenty-five year study of children's reading interests Norvel tabulated data from more than twenty-four thousand school

³⁰ Bill Martin, "Helping Children Claim Language Through Literature," Elementary English, 45:589, May, 1968.

³¹ Walter Loban, Literature and Social Sensitivity (Champaign, Illinois: National Council of Teachers of English, 1954), p. 3.

³² Loban, op. cit., p. 29-30.

children in grades three to six.³³ He identified boy's reading interests as stories of "adventure with lively or violent action," physical struggle, male heroes of the age of the reader or older, wild and domestic animals with strong interest in stories of dogs and horses, humor, mystery, courage, patriotism, and holidays. The girls preferred stories of adventure without violence, home and school life, male and female main characters who are the same age as the reader or older, babies, domestic animals and pets, mystery, the supernatural, patriotism and holidays. The girls did not like violent action, didacticism, stories of children younger than themselves, and wild animals. The boys disliked description, didacticism, stories of women and girls, and stories in which the main character lacked aggressive male characteristics. Girls liked stories which featured sentiments such as sympathy, self-sacrifice and generosity while boys rejected stories containing these elements.³⁴

VIII. SUMMARY

Research has shown that in schools where there is a central library and an active library program, students read more

³³ George W. Norvell, What Boys and Girls Like to Read (Morristown, New Jersey: Silver Burdett Company, 1958), p. 4.

³⁴ Ibid., p. 176-177.

and better books, and achieve higher reading scores. Other research has shown that children who read widely write better, have larger vocabularies and are able to choose books with more discrimination and independence. Studies in this century of the reading interests of children, have identified the elements of stories preferred by children.

There have been for the last sixty years known criteria for children's literature which have been widely used in the professional assessment of children's books and which, although developed by adults, are united with children's preferences in the Children's Catalog, and are used in basic book lists prepared by the American and Canadian Library Associations for schools, and in lists prepared by educational authorities. These criteria have been identified by a search of the literature and can be used to assess book collections and new children's books. A checklist of these basic criteria has been compiled and used in the present study (Appendix A).

CHAPTER III

THE DESIGN OF THE STUDY

I. INTRODUCTION

The information concerning the nature of fiction collections in elementary schools as described in the following chapters was gathered from the elementary schools of an urban Alberta School District. This chapter describes the choice of district, the development of the fiction evaluation score-sheet, the principal-librarian questionnaire, the sampling procedure, the construction of the checklist for scope and variety in fiction collections, and methods of collecting data.

II. CHOICE OF SCHOOL DISTRICT

A medium-sized urban school district was chosen as the most viable type of area for the purposes of the study. The characteristics of a school district most suited to this investigation were:

1. Fully catalogued, centralized libraries in the elementary schools.
2. Several elementary schools, but few enough so that a significant-sized sample from each school library could be evaluated.
3. A general interest by the superintendent and the principals in better school libraries and in the contribution of the library to the curriculum.

4. Absence of a "good", active public library upon which the schools could depend for library materials.

These criteria led to the choice of a school district in an urban area located near a large city. The center in which the district is situated has a population of nine thousand and is served by two school systems, one Public and one Separate, both roughly of equal size. The school system which was chosen for this study consists of one elementary school, three elementary-junior high combinations, and one high school. The oldest of these schools was built in 1958 and the other four have been constructed since 1960. All of the schools have central libraries staffed by full-time librarians. None of the schools has class-room libraries.

The superintendent of the district has indicated that he is firmly convinced that adequate school libraries are central to the overall program of the school. Three years ago he initiated a study of the school libraries with the intention of requesting the board to issue a five-year debenture, the funds from which would be used to increase the strength of each library in the system to five thousand titles. The same year he had all the elementary and junior high school libraries catalogued. He also encouraged the principals to request full-time teaching personnel for each library.

The Samples

The school district in which the survey took place had four schools containing elementary grades. Two of these were exclusively elementary schools. Of these two, one accommodated grades one to four and one contained classes through the sixth grade. The other two schools were elementary-junior high combinations. One elementary-junior high was eliminated from the study because it contained no grades below grade four and the library was geared to the needs of the junior high students. Since the purpose of the study was to assess elementary school libraries only those schools which emphasized service to elementary students were studied. Each of the three schools chosen was unique in that no two had the same range of grades. The schools will be referred to hereafter as school X, school Y and school Z.

For the purpose of this study it was assumed that a ten per cent sample of the fiction and easy-book titles from each library would permit an adequate assessment of the nature of the fiction in each school (Table I). All the cards in the story-book and easy-book sections of the shelf-list file were numbered sequentially. This method yielded the total number of titles in these categories for each school and made it possible to use a table of random numbers to select the ten per cent of the titles used in the study.¹

¹E. S. Keeping, Introduction to Statistical Inference (Princeton, New Jersey: D. Van Nostrand Company, Incorporated, 1962), p. 413.

TABLE I
DERIVATION OF THE SAMPLE

School	Grade Range	Total No. of Titles	No. of Fiction Titles	Size of Sample
X	1 - 4	1,790	998	100
Y	1 - 6	2,424	921	92
Z	1 - 9	2,178	879	88

III. INSTRUMENTATION

Four instruments were used to gather data for the study. Part A of the fiction evaluation score-sheet was designed to measure the literary quality of the fiction titles in the samples (Appendix A). Part B of the score-sheet was constructed to evaluate the appearance of the books and the quality of their bindings. The questionnaire was to provide information concerning the size of the schools, the number of teachers and students, the quantitative size of the collections, the methods of book selection used in each school and the nature of the materials selection policies in the school district (Appendix B). The check-list for scope and variety of fiction topics was compiled to ascertain whether a wide range of reading interests was provided for by each collection (Appendix B), and the interviews were designed to gather background information concerning the development and policies of each library, the organization of services before and after school librarians were appointed to each school and the extent of the library education of each librarian.²

The Fiction Evaluation Score-Sheet

The fiction evaluation score-sheet (Appendix A) was

²This information was written on the back of each questionnaire, by the investigator, and is used in Chapter IV.

composed of two parts. Part A was based on an extensive review of literature related to the nature of the literary value of children's books. The authorities seemed to agree that characterization, plot, style and theme were the basic elements to be examined in the assessment of a literary work for children.³ For this reason the first three categories on the evaluation score-sheet were designed to measure the depth of characterization, the unity and logical development of the plot, and the originality and quality of the writing in each title in the samples. Categories four and five were designed to measure elements to which children respond directly. These are imaginative appeal, action, conversation and humor. The sixth category was based upon the presence

³ Some of these authorities are:

- a. Alberta Department of Education, A Reading Handbook (Government of the Province of Alberta, 1968), p. 43.
- b. May Hill Arbuthnot, Children and Books (Chicago: Scott, Foresman and Company, 1947), p. 394.
- c. Geneva R. Hanna, and Mariana K. McAllister, Books, Young People and Reading Guidance (New York: Harper and Brothers, Publishers, 1960), pp. 107-108.
- d. Anne R. Izard, "Criteria for Children's Books," Drexel Library Quarterly, 2:33-34, January, 1966.
- e. James Steel Smith, A Critical Approach to Children's Literature (New York: McGraw-Hill Book Company, 1967), pp. 5-6.
- f. Lillian Smith, The Unreluctant Years (Chicago: The American Library Association, 1953), pp. 39-41.

or absence of the developmental aspects of children's literature which are stressed by Eakin⁴, Gaver⁵ and Corey⁶. Developmental qualities are those which, by means of the vicarious experience of reading enable the child to grow in self-understanding, in human empathy, in knowledge of his role as a member of society and in understanding of the mores and expectations of that society and of the world community. Any book rated inferior in the developmental category, that is one judged to contain negative or unethical concepts, or content outside the child's interests, was judged inferior for the collection studied regardless of the total score it amassed in the other categories (Appendix A). The last three categories of Part A were designed to evaluate the artistic quality of the illustrations. These were divided into two kinds. Category seven was used to rate the illustrations in books for the upper elementary grades, and categories eight and nine were applied only to picture books. It was expected that

⁴ Mary K. Eakin, Good Books for Children (Chicago: University of Chicago Press, 1966), pp. xiii-xiv.

⁵ Mary Virginia Gaver, and Marian Scott, Evaluating Library Resources for Elementary School Libraries (New Brunswick, New Jersey: ssh press, 1962), p. 6.

⁶ Stephen M. Corey, and Virgil E. Herrick, "The Developmental Tasks of Children and Young People," in Francis Henne, Alice Brooks, and Ruth Ersted, Youth Communication and Libraries (Chicago: American Library Association, 1949), pp. 3-13.

fiction selected for inclusion in school libraries would be illustrated by competent artists and that the pictures or decorations would complement the text and capture the mood of the story. For this reason it was decided that the criteria must reflect the vital role of illustrations in this form of fiction. Picture book illustrations, accordingly were judged by criteria based both on basic principles of art⁷ and on whether the illustrations created the mood of the story in a manner understandable to the intended reader⁸.

The criteria on the fiction evaluation score-sheet were weighted numerically (Table II). On the basis of the criterion scores each book was rated superior, average or inferior. The first three items which dealt with characterization, plot construction and style were double-weighted in order to reflect the important role these elements play in assessing the literary quality of a story. The more complex art criteria for picture books were also double-weighted to measure the crucial place of illustrations in creating the mood and story-line of this type of fiction. Each criterion was organized on a three-point continuum. The single

⁷Otto G. Ocvirk, and others, Art Fundamentals, Theory and Practice (Dubuque, Iowa: Wm. C. Brown and Company, 1960), pp. 8-15.

⁸Lillian Smith, op. cit., p. 128.

TABLE II
 NUMERICAL BASIS FOR RATINGS OF SUPERIOR,
 AVERAGE AND INFERIOR BOOKS

Fiction
 (Highest Possible Score: 30)

Category.	Score	Rating
Superior	26 - 30	S (Superior)
Average	20 - 25	A (Average)
Inferior	below 20	I (Inferior)

Picture Books
 (Highest Possible Score: 39)

Category	Score	Rating
Superior	34 - 39	S (Superior)
Average	26 - 33	A (Average)
Inferior	below 26	I (Inferior)

weighted criteria were given values of three, two and one, for the superior, average and inferior classes within each criterion. The double weighted criteria carried values of six, four and two. The total possible score for a superior story title was thirty and for a picture book the highest possible score was thirty-nine. Each title was read once by the investigator and evaluated on the score-sheet. The title was then reread and re-evaluated in an attempt to improve the objectivity of the evaluation. Since many titles were rated highly on some criteria and less well on others, an arbitrary rating-definition of the superior, average and inferior categories was contrived. The lowest possible score for a story book was ten and for a picture book thirteen. It was decided that to be rated average a story title must receive at least a rating of twenty which was the mean score. Similarly for a picture book to receive an average rating it must receive a minimum score of twenty-six. It was decided that since few titles would receive perfect scores the demarcation between an average and a superior rating would be placed half way between the mean and total possible scores for each type of story. A story book was deemed superior if the criterion score was twenty-six or above and a picture book rated superior if the criterion score was thirty-four or above.

The Library School of Western Reserve University, Cleveland, Ohio, designed a similar scoring system for fiction in which plot and characterization accounted for fifty per cent of the score and

style for twenty per cent⁹. However, the method adopted for this study was based primarily on the method devised by Gaver¹⁰. It was thought that the use of a continuum and more specific criteria would yield more precise results.

Part B of the fiction evaluation score-sheet was devised to analyze the appearance and the quality of the binding of the books in the samples.¹¹ Library books must be appealing to the eye if they are to appear inviting to the prospective reader. Books selected for inclusion in libraries need to be strongly bound in order to withstand the wear and tear which comes from constant handling. Books for children must have type of adequate size, and margins wide enough to permit rebinding. These factors were arranged in a check-list form similar to the score-sheet for the literary criteria (Appendix A). Each title from the samples was rated superior, average or inferior on the basis of the format criteria using a continuum and the three, two, one values for each criterion which were applied to the literary criteria. There were two classes of format criteria. The highest score possible for a

⁹ Louise R. Wilson (ed.), The Practice of Book Selection; Papers Presented Before the Library Institute at the University of Chicago, July 31 to August 13, 1939, Leta E. Adams, "On Organization of Internal Processes in Book Selection for Public Libraries" (Chicago: University of Chicago Press, 1940), p. 205.

¹⁰ Gaver, op. cit., pp. 6-7.

¹¹ For a copy of Part B, The Format Evaluation Portion of the score-sheet, see Appendix A, p. 107.

book was six and the lowest was two. To be judged superior in format the book had to receive a criterion score of six. Books which received a score of four were rated average and those which received less than four were rated inferior.

Validation of the Criteria. After the books in the sample had been scored, the results of the evaluations were validated by comparing them with a large body of professional judgment on these same books as reflected in widely known book selection sources, standard book lists and critical book reviews. The book lists and reviews chosen for use in the study were:

1. Basic Book List for Canadian Schools, Elementary Division, and its 1967 Supplement.
2. Basic Book List for Canadian Schools, Junior Division, and its 1967 Supplement.
3. Basic Book List for Canadian Schools, Senior Division, and its 1967 Supplement.
4. The Ontario Library Review, 1945 - 1967.
5. Children's Catalog and Supplements, the 7th to the 11th editions inclusive.
6. Junior High School Library Catalog, the 1st edition.
7. Standard Catalog for High School Libraries, the 5th to 8th editions inclusive.
8. Bulletin of the Center for Children's Books, 1958 to 1967.

The first four enumerated on the above list were chosen because they are standard Canadian sources of information concerning children's books.

The Wilson Catalogs, numbers five to seven above, are standard, authoritative American catalogs of recommended children's books. The panel of consultants who compile the lists and rate the books are made up of school librarians and educational authorities from a cross section of American States. There is usually one Canadian included in the panel. Before a title appears in one of the Wilson Catalogs it must not only meet high qualitative standards, but it must be tested in use with children. Consultants are warned not to vote on titles not actually known and used with children.¹² Titles are starred which receive the most votes from the panels of consultants. In the 1961 Children's Catalog, of 3,310 titles included, 731 were single starred, meaning very useful with children, and 370 were double starred, meaning especially useful with children.¹³

The Bulletin of the Center for Children's Books was chosen because it identifies weak and inferior titles as well as ones which meet standards of excellence. In this monthly publication of the University of Chicago, books are rated with six symbols; R for "recommended", Ad for an "additional book of acceptable quality for collections needing more material in the

¹² Children's Catalog (10th edition; New York: H. W. Wilson Company, 1961), pp. 5-8.

¹³ Ibid., p. 6.

area", M for a "marginal book so slight in content or has so many weaknesses in style or format that it should be given careful consideration before purchase", NR for "not recommended", SpC for "subject matter or treatment that will tend to limit the book to special collections", and SpR for a book "that will have appeal for the unusual reader only".¹⁴

When the results of the ratings from the fiction-evaluation instrument, devised for the purposes of this study, were compared with the standard lists and reviews, it was expected that a large proportion of the titles rated superior and average would be located in these lists, and that very few or no inferior titles would be included in them. It was further expected that a high proportion of the sample which was included in the Wilson Catalog lists in the double and single star category would have been rated superior in the sample. It was also expected that books rated superior would be assigned "R" or "Ad" by the Bulletin of the Center for Children's Books, if reviews could be located for such titles. The Wilson's Catalogs were regarded as the most authoritative source used since they were compiled by a large number of authorities and since the titles they incorporated had

¹⁴This information is included on the reverse of the front cover of each issue of the Bulletin of the Center for Children's Books.

been tested with children over a wide geographical area.¹⁵

The Pilot Study. A pilot study was carried out to determine the objectivity of the criteria. Six books were read and evaluated by a panel of three. The members of the panel were Mr. L. Wiedrick, Associate Professor in the Faculty of Education, Mrs. Blanche ~~Friederichsen~~, School Libraries Consultant for the Province of Alberta, and the investigator. As a result of the pilot study, one criterion was eliminated, as the panel felt it duplicated another, and the weightings of some of the criteria were doubled to give more emphasis to plot, characterization, style, and the illustrations in the picture books. A number of changes in wording were made in order to make the definitions of the evaluative categories more precise. After these revisions, the evaluation-score sheets were printed and used in the study.

Checklist for Scope and Variety

Studies of reading interests have shown that elements of content and action form the basis of children's choice of reading

¹⁵A major difficulty in a study of this nature is that so many new children's books are published each year that only a fraction of them are reviewed. The Bulletin of the Center for Children's Books represents a single reviewer's opinion and sometimes this opinion, although based on sound principles, differs from the rating of the same book in Children's Catalog.

materials.¹⁶ In order to determine whether the fiction collections catered to a wide variety of reading interests, a checklist was constructed to measure the variety of stories in each school library collection (Table XIX). For this purpose, a list of all the subject classifications of the fiction titles in the 1961 Children's Catalog was compiled. This list was then modified and condensed into thirty categories which were based on the classifications of reading interests of children as developed by Norvell¹⁷ and Stevenson.¹⁸ It was intended that the categories would reflect the appeal of the book to a child. Each of the titles included in the three samples was classified into one of these thirty categories.

¹⁶ Some of these studies are:

- a. George W. Norvell, What Boys and Girls Like to Read (Morristown, New Jersey: Silver Burdett Company, 1958), pp. 175-178.
- b. Bette Jean Peltola, "A Study of the Indicated Literary Choices and Measured Literary Knowledge of Fourth and Sixth Grade Boys and Girls," (unpublished Doctoral thesis, University of Minnesota, Minneapolis, 1965), p. 247.
- c. William E. Martin, and Celia Burns Stendler, Child Behavior and Development (New York: Harcourt, Brace and Company, 1959), p. 425.

¹⁷ Norvell, op. cit., pp. 175-178.

¹⁸ Margaret Stevenson, "An Investigation of the Agreement Between Reading Interests as Expressed by Students and as Predicted by Teachers," (M. Ed. thesis proposal, University of Alberta, 1968), p. 7. (Mimeographed.)

The Questionnaire and Interviews

The questionnaire was constructed on principles outlined by Best.¹⁹ The purpose of the questionnaire was to elicit background information concerning the size of the school, the size of the library collections, the methods used in each school to select fiction, and the nature of materials selection policies in each school. The questionnaire was filled out jointly by the principal and the librarian in each school.

Additional material was gathered through interviews with the principals and librarians at the same time that the questionnaire was administered. It was felt that had all the information been gathered by means of the questionnaire, the number of questions to be answered would make inordinate demands on the time of the school officials. The information so gathered related to the age of the schools, a history of the development of each library, plans for future development, and the library education of each of the school-librarians. This information is used in chapter four to give background to the interpretation of the data.

IV. PROCEDURE

A sample of ten per cent of the fiction titles from each

¹⁹ John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice Hall, Incorporated, 1959), pp. 143-155.

library collection in the study was gathered by numbering the fiction shelf-list cards and applying a table of random numbers.²⁰

The titles thus selected were read twice and evaluated on the fiction evaluation score-sheet. When the score-sheet evaluations were completed, each title was assigned a subject heading from the list of thirty subjects in the Checklist for Scope and Variety.²¹ The author, title, publisher, literary rating, format rating and subject classification were then transferred to a small card for convenience in handling. These cards were then checked against each of the booklists and book review journals chosen to validate the literary ratings.²² When listings or evaluations were located, this information was placed on the cards for later tabulation.

The questionnaires were filled out jointly by the principal and the librarian in each school in the presence of the investigator. The interviews were conducted separately and the information so gathered was written down on the back of the questionnaire forms. The data gathered by the score-sheets, the checklist, the questionnaire and the interviews has been tabulated and discussed in chapter four.

²⁰ Supra, p. 30.

²¹ Infra, p. 108.

²² Supra, p. 39.

V. ANALYSIS AND INTERPRETATION

The instruments described in this chapter were designed to gather information which would answer the questions stated in the purpose of the study.²⁸ The fiction collections will be described in terms of numbers of titles which were rated superior, average, and inferior, in terms of size as compared with the Canadian school library quantitative standards,²⁹ and in terms of subject variety. Book selection policies will be discussed in terms of both method of selection and personnel involved and the implications of district materials selection policies will also be discussed in relation to the information elicited by means of the questionnaire.

²⁸ Supra, p. 8.

²⁹ Canadian Library Association, Standards of Library Service for Canadian Schools (Toronto: The Ryerson Press, 1967), pp. 52-60.

CHAPTER IV

ANALYSIS OF THE DATA AND INTERPRETATION OF RESULTS

I. INTRODUCTION

In this chapter the results of the qualitative analysis of the two hundred and seventy books in the samples are reported and discussed. Also the results obtained from the format analysis, the check for scope and variety, the questionnaires and the interviews are discussed in relation to the samples.

The composition of the schools by grade, the total book-stock, the breakdown into fiction and non-fiction classes and the size of the sample for each school were as indicated in Table III.¹

TABLE III

SCHOOL GRADE RANGE AND NUMBERS OF TITLES IN EACH LIBRARY, INCLUDING BREAKDOWN INTO FICTION AND NON-FICTION AND SIZE OF THE SAMPLES

School	Grades	No. of Students	Total No. of Titles	Non-Fiction Titles	Fiction Titles	Sample Size
X	1 - 4	471	1,790	792	998	100
Y	1 - 6	382	2,424	1503	921	92
Z	1 - 9	383	2,178	1299	879	88

¹The information for this table was taken from the questionnaires which were completed by the librarian and principal of each school studies.

II. DESCRIPTION OF THE SCHOOLS

School X was three years old at the time the study was undertaken.² The central library was a part of the original school design. The library was a single room unit with a work area for the librarian separated from the rest of the room by a charging counter. The library had windows, a tile floor, a door to the outside, and shelving on four walls. The school was in the process of developing the library into a materials center, that is, it housed film strips, pamphlets and pictures in addition to books. During its first year of operation, the library in school X was entirely managed by the teachers as a group. Some student assistance was utilized but this was not extensive because of the youth of the students. During the second year a librarian was in charge of the library for two-thirds of each day. During the third year a teacher-librarian developed the school library program on a full-time basis. Table IV describes the professional preparation of the school librarians.

School Y had been in operation for five years. The original plan included a small centrally located library which overlooked an enclosed courtyard. There was a single wall of bookshelves, a rug on the floor and tables and chairs for the students, but no work

²The information used in the description of the schools was gathered during the interviews.

TABLE IV
PROFESSIONAL PREPARATION OF THE
SCHOOL LIBRARIANS

School	1966-67	1965-66	1964-65
X	B. Ed. M. L. S.	B. Ed. B. L. S.	No Librarian
Y	B. Ed. No Library Courses	No Librarian	No Librarian
Z	Teacher Certification No Library Courses	Teacher Certification No Library Courses	No Librarian

space for the librarian other than a desk. The library also housed a piano and was used for music classes and for audio-visual activities such as films. A new wing was added to the school the autumn before the research took place. This wing contained a much larger library with more shelves, a library-work room, a teacher's work-room with carrels, a glassed-in librarian's office and both tables and carrels for the students. For the first three years the library was managed by the teachers with help from students and from the local P.T.A. When the new library opened, it was staffed by a teacher-librarian on a full-time basis.

School Z was built in 1958. The library was housed in two adjoining converted classrooms at the time the study took place and had been there for one term. During the previous four years it had been located in another converted classroom. The full-time librarian was a teacher who was planning to enroll in school library courses during the summer. She had been preceded by a librarian who had some teaching duties. Other than during those two years, school Z had only had librarians who were also full-time teachers. The school had an enthusiastic core of student-library helpers.

Both school Y and school Z were incorporating the materials-center concept into their library programs. Both libraries contained pictures, pamphlets and filmstrips. School Z also contained phonodiscs.

All three libraries had been catalogued in the school year

1965-66 by a qualified librarian working under the supervision of the superintendent.

III. THE SAMPLES

The books in the samples were first evaluated according to the criteria on the fiction-evaluation score-sheet. On the basis of the numerical weighting as indicated in Table II, each book was placed into a superior, average or inferior category. Those books chosen by the random sampling procedure which remained missing from the school libraries during the entire evaluation period were eliminated from the samples. Two reasons accounted for the missing titles. In some cases they had been boxed for delivery to the bindery and in other cases they were lost. It was assumed that some titles indicated as library holdings by the shelf list would always be unavailable in a given library at a given time so no further measures were taken to ascertain the reason for the absence of these books.

The size of the sample was reduced as follows:

TABLE V
NUMBER OF MISSING FICTION TITLES

School	Sample Size	Missing Titles	Reduced Sample	Per Cent Missing
X	100	3	97	3.00
Y	92	2	90	2.17
Z	88	5	83	5.68

The implication of the missing titles was that students and teachers had access to from two to six per cent fewer titles than the total number listed in the shelf list.

The results of the evaluations of the remaining two hundred and seventy titles are shown in the following table:

TABLE VI

NUMBERS OF SUPERIOR, AVERAGE AND INFERIOR
BOOKS IN EACH SAMPLE

School	Superior	Average	Inferior	Total
X	36	21	40	97
Y	20	23	47	90
Z	32	22	29	83

When these results were computed in percentages, it was found that forty-one per cent of the books in school X, fifty-two per cent of the books in school Y and thirty-five per cent of the books in school Z were classed in the inferior category.

The Checking Procedure

The literary score for each book, together with the author, the title, the publisher and the date of publication were transferred to a small card to facilitate the checking procedure. The Wilson Catalogs were checked first. Both the bound editions and supplements of the Catalogs beginning with the 1946 edition of Children's Catalog were searched for all of the titles in the samples.

Students are instructed in the school library courses which are taught in the Faculty of Education at the University of Alberta to use the Wilson Catalogs as an authority for the classification of books. Therefore those books which were classified as being other than fiction were then removed from the samples. Three types of books were removed on the basis of being classified non-fiction. These were basic readers, elementary school textbooks, and non-fiction trade books.

TABLE VII
TYPES OF NON-FICTION BOOKS REMOVED FROM THE SAMPLES

School	Readers	Texts	Non-Fiction Trade Books	Total
X	4		3	7
Y	14		1	15
Z	14	1	3	18

Exclusion of Readers

In Gaver's study readers were not evaluated as a part of the fiction collections. In her evaluation of school library collections there was a separate study with different criteria for supplementary textbooks, which were defined as books which are "...provided in large quantity and usually have a specific instructional purpose."³ The readers have a specific instructional

³Mary Virginia Gaver, Effectiveness of Centralized Library Service in Elementary Schools (New Brunswick, New Jersey: Rutgers University Press, 1963), p. 51.

purpose: to teach basic reading skills to children. Readers are designed with controlled vocabulary, sequenced introduction and practice of new words and are usually accompanied by a manual of instructions for the teacher and a workbook for the student. Readers are not a part of the fiction collection. Children's Catalog included readers classified as fiction for the first half of the century. This practice was discontinued when the 1951 edition was published because by that time the publishers were able to furnish enough easy-reading books of acceptable literary quality to fill the need for this type of material in school libraries.⁴ All but two of the readers in the samples were published between 1939 and 1957. The other two exceptions were published in 1961. Considered as a group they were dated in concepts and illustrations, and the stories had little relevance to the everyday life of children today. All were rated inferior in literary quality according to the criteria except one which was written for the upper elementary age group.⁵

The composition of the revised samples after the non-fiction had been removed is shown in Table VIII.

⁴Enough easy reading books were published which were acceptable to the Consultants of Children's Catalog. The number of juvenile books published in 1920 was 410. This figure jumped to 907 in 1950 and to 2,895 in 1965. These figures are quoted from Phyllis Steckler, Bowker Annual, 1964, 1966 cited by Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston Incorporated, 1968), p. 5.

⁵The exception was Treat Shop by Eleanor M. Johnson.

TABLE VIII

RATINGS OF SAMPLES BY SCHOOL WITH NON-FICTION ELIMINATED

School	Superior		Average		Inferior		Total
	No.	%	No.	%	No.	%	
X	35	38.89	20	22.22	35	38.89	90
Y	20	26.67	23	30.67	32	42.66	75
Z	31	47.69	20	30.77	14	21.54	65

NOTE: A list of the titles evaluated in the samples and their ratings is presented in Appendix C.

Validation of the Criteria

The data with regard to inclusion of the superior titles of school X is presented in Table IX. Six books rated superior were not found in any of the checked sources. Of the total of thirty-five superior books, twenty-six were found listed in Children's Catalog or in one of the other Wilson Catalogs, and of these, twenty-one were either single or double starred entries.⁶ In the six volumes of the Canadian Basic Booklist, eleven titles were located. The Ontario Library Review which was checked from the beginning of 1945 to the end of 1967 contained reviews of eleven of the titles. The Bulletin of the Center for Children's Books had evaluated four of these books and rated them "R".⁷

Tables X and XI present the same data for the average and inferior titles of school X. In the average category only seven of the twenty books were located in the Wilson's Catalogs and of these one had been single starred in 1961 although it had been listed without being starred from 1946 to 1966. The Ontario Library Review listed two and there were no titles located in the Canadian Basic Booklists. In the reviews of the Bulletin of the Center for Children's Books thirteen titles were located. These were rated from "R" to "NR". Of three titles rated "R" two were unstarred

⁶ Supra, p. 40.

⁷ Supra, pp. 40-41.

TABLE IX

SUPERIOR TITLES IN SCHOOL X WHICH WERE LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
STARRED	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
W.C.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
O.L.R.	*				*					*				*			*								11	
C.B.B.L.	*	*								*				*			*								11	
B.C.C.E.					R		R							R		R									5	
N.L.																									*	6
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Starred - Starred in a Wilson Catalog

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in The Basic Book Lists for Canadian Schools
B.C.C.B. - Rated in Bulletin of The Center for Children's Books

N.N.L. - Not Listed

Number - Number of title in sample

TABLE X

AVERAGE TITLES IN SCHOOL X WHICH WERE
LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL											
	STARRED	*	*	*	*	*	*	*	*	*	*	
W.C.	*	*	*	*	*	*	*	*	*	*	*	1
O.L.R.	*											7
C.B.B.L.												2
B.C.C.B.	M	Ad	R	R	R	NR	M	Ad	M	Ad	M	0
N.L.												13
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12
											13	14
											15	16
											17	18
											19	20

Starred - Starred in a Wilson Catalog

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in The Basic Book Lists for Canadian Schools

B.C.C.B. - Rated in Bulletin of The Center for Children's Books

N.L. - Not Listed

Number - Number of title in sample

TABLE XI

INFERIOR TITLES IN SCHOOL X WHICH WERE
LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL																			
	W.C.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
O.L.R.																				2
C.B.B.L.																				4
B.C.C.B.	NR	M	NR	M	NR	M	NR	M	NR	M	NR	M	NR	M	NR	M	NR	M	NR	M
N.L.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in the Basic Book Lists for Canadian Schools

B.C.C.B. - Rated in Bulletin of The Center for Children's Books

N.L. - Not Listed

Number - Number of titles in sample

TABLE XII

SUPERIOR TITLES IN SCHOOL-Y WHICH WERE
LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL																	
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
STARRED	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
W.C.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	14
O.L.R.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16
C.B.B.L.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
B.C.C.B.	R	Ad																5
N.L.																		5
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	20

Starred - Starred in a Wilson Catalog

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in the Basic Book Lists for Canadian Schools

B.C.C.B. - Rated in Bulletin of The Center for Children's Books

N.L. - Not Listed

Number - Number of title in sample

TABLE XIII

AVERAGE TITLES IN SCHOOL Y WHICH WERE
LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL											
	STARRED	*	*	*	*	*	*	*	*	*	*	10
W.C.	*	*	*	*	*	*	*	*	*	*	*	0
O.L.R.	*	*	*	*	*	*	*	*	*	*	*	2
C.B.B.L.												0
B.C.C.B.	R			Ad	R	R	Ad	Ad	Ad	M	M	9
N.L.		*	*	*					*	*	*	7
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12
												13
												14
												15
												16
												17
												18
												19
												20
												21
												22
												23

Starred - Starred in a Wilson Catalog

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in The Basic Book Lists for Canadian Schools

B.C.C.B. - Rated in Bulletin of the Center for Children's Books

N.L. - Not Listed

Number - Number of title in sample

TABLE XIV

INFERIOR TITLES IN SCHOOL, Y WHICH WERE LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL											
	1						2					
W.C.	*	*	*	*	*	*	*	*	*	*	*	*
O.L.R.	*	*	*	*	*	*	*	*	*	*	*	*
C.B.B.L.	*	*	*	*	*	*	*	*	*	*	*	*
B.C.C.B.	*	*	*	*	*	*	*	*	*	*	*	*
N.L.	1	2	3	4	5	6	7	8	9	10	11	12
NUMBER	15	16	17	18	19	20	21	22	23	24	25	26
	27	28	29	30	31	32						

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in The Basic Book Lists for Canadian Schools

B.C.C.B. - Rated in Bulletin of The Center for Children's Books

N.L. - Not Listed

Number - Number of title in sample

TABLE XV

SUPERIOR TITLES IN SCHOOL Z WHICH WERE LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL																														
	STAPRED	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*					
W.C.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16						
O.L.R.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	25						
C.B.B.L.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6						
B.C.C.B.	R	Ad		R		R		R		R		R		R		R		R		R		R		SPR	13						
N.L.																										6					
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Starred - Starred in a Wilson Catalog

W.W.C. - Listed in a Wilson Catalog

O.O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in the Basic Book Lists for Canadian Schools
B.C.B. - Listed in Bulletin of The Canadian Books for Children's Books

F.C.U.B. = Rated
N.T. = Not Listed

Number = Number of title in sample
Listed = Not Listed

TABLE XVI

AVERAGE TITLES IN SCHOOL Z WHICH WERE
LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL																										
	STARRED	W.C.	O.L.R.	C.B.B.L.	B.C.C.B.	N.L.	NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
*	*	*	*	*	Ad	M	Ad	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
*	*	*	*	*	Ad	NR	R																				
*	*	*	*	*																							
*	*	*	*	*																							
*	*	*	*	*																							
*	*	*	*	*																							
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*	*	*	*	*																							
*	*	*	*	*																							
*	*	*	*	*																							

TABLE XVII

INFERIOR TITLES IN SCHOOL Z WHICH WERE
LOCATED IN THE BOOK SELECTION SOURCES

SYMBOL	TOTAL																			
	W.C.	O.L.R.	C.B.B.L.	B.C.C.B.	N.L.	NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14
W.C.																	0	*	1	
O.L.R.																				0
C.B.B.L.																				2
B.C.C.B.																				NR
N.L.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	11	

W.C. - Listed in a Wilson Catalog

O.L.R. - Listed in Ontario Library Review

C.B.B.L. - Listed in The Basic Book Lists for Canadian Schools

B.C.C.B. - Rated in Bulletin of The Center for Children's Books

N.L. - Not Listed

Number - Number of title in sample

entries in Children's Catalog and the third was not listed.

The Children's Catalog listed two books which were classed as inferior by the criteria. One was listed in 1946 and then excluded. It was a very dated story in a textbook-like format.⁸ The other was a sensitive, didactic story about the adjustment of a young blind girl, written for elementary school-aged readers.⁹ This book would be useful in a specialized library, a very large one, or one in a school in which some girls had contact with the blind. It was listed, unstarred in the 1961 Children's Catalog but the listing was not included in the 1966 edition.

The data for schools Y and Z followed the same pattern and are presented in tabular form in Tables XII to XVII. In both cases eighty per cent of the superior titles were listed in the Wilson Catalogs and the majority of these listings had been starred one or more times. Only forty-four per cent of the books in the average category from school Y, and thirty-five per cent of the books in this category from school Z were located in the Wilson Catalogs. With the exception of one title from school Z, all the average titles which were located in the Wilson Catalogs from these two schools were unstarred entries. The one exception was Hans Brinker¹⁰ from school Z. Hans Brinker is a well-known children's

⁸ Audrey Chalmers, I Had A Penny.

⁹ Marguerite Vance, Windows for Rosemary.

¹⁰ Mary Mapes Dodge, Hans Brinker or the Silver Skates.

classic and has been consistently single starred by Children's Catalog since 1946.¹¹ The book was rated average on the basis of the criteria because of the long passages of description of famous places in the Netherlands and explanations of Dutch historical events which have no real relation to the story, and because of the somewhat contrived, melodramatic plot.

Many of the books were not located in any of the sources chosen for the study. It was expected that this result would be found since 2,895 juvenile books were published in 1965 and the number is increasing yearly.¹² The media chosen list only titles recommended for children's libraries with the exception of the Bulletin of the Center for Children's Books which reviews a limited number of books in a highly critical manner.¹³ The largest number of titles which could not be located in any of the sources had been classed in the inferior categories of each school's sample.

The findings confirmed the expectation that books rated superior and average by the criteria developed for the study would

¹¹The investigation started with the year 1946 so ratings of this book in Children's Catalog before that date cannot be discussed.

¹²Phyllis Steckler (ed.), Bowker Annual, 1964, 1966 cited by Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston Incorporated, 1968), p. 5.

¹³Supra, pp. 40-41.

TABLE XVIII

PERCENTAGES OF INFERIOR TITLES WHICH WERE
NOT LOCATED IN THE MEDIA

School	Per Cent
X	82.22
Y	87.81
Z	78.57

tend to be included in the book selection sources chosen as instruments for the research, and that books rated inferior by the criteria would either not be located or would be evaluated "M", "Ad", or "NR" by the Bulletin of the Center for Children's Books, with the majority of such ratings being "M" and "NR". Only two titles rated as average in the study received an "NR" rating in the Bulletin of the Center for Children's Books and one of these was listed unstarred in the 1966 Children's Catalog.

For the purposes of the study, Children's Catalog was accepted as carrying more weight than the other media in cases where there was an apparent divergence of evaluation of a title. The Children's Catalog represents not only a pooling of professional judgment of school librarians but also incorporates in this judgment the experience in the use of these books in a school library setting with children.

Literary Quality of the Fiction Collections

When the results of the evaluations were computed in percentages it was found that school Z had a book collection which was superior in literary quality to school X and school Y. More than seventy-eight per cent of the books in school Z were classed as superior and average, compared with sixty-one per cent in school X and fifty-seven per cent in school Y (Table VIII).

However, even though the fiction collection in school Z was judged superior to the fiction collections in the other two school libraries, it could not be said that the students had access to a library which demonstrated a concern for high standards of quality in choice of fiction titles. One of each five titles available to the students was rated inferior in quality by the criteria and twenty-two per cent of the fiction titles as listed in the shelf-list were reading texts or other non-fiction. The total number of titles in the library (that is fiction and non-fiction) in relation to the number of students was low when compared to the Canadian School library standards.¹⁴ There were only 2,178 books for 383 students which is a student-book ratio of 5.06.

The fiction collection in school X contained sixty-one per cent of fiction titles which were classed as superior and

¹⁴Infra, p. 81.

average. This library differed from the other two in that only seven per cent of the fiction titles listed in the shelf-list were non-fiction. With only 3.80 titles per child in the complete collection, school X had the lowest student-book ratio of the three libraries, a factor which would limit the child in his choice of reading material.

School Y was characterized by distinct differences in the composition of the fiction collection. In this school library only fifty-seven per cent of the books were classified as superior and average. More than sixteen per cent of the fiction titles listed in the shelf list were non-fiction. Many of the titles rated inferior in the sample tended to be the work of a few authors; for example there were five titles by Thornton W. Burgess and five by Edward P. Dolch. Titles by these two authors comprised thirteen per cent of the fiction collection. The student-book ratio in this library was the highest of the three. There were 6.04 books per child.

Clearly the number of superior and average fiction titles available to students in these three libraries was very limited. Each school had extended its fiction collection through the addition of outdated readers, each school had a large number of titles of inferior quality, and each school was hampered by the limited size of its library collection.

Students read and form judgments only from books which are

available to them. The fact that so many inferior titles were found on the library shelves has implications for the scope of the literature and reading guidance programs which can be carried on in the school. It also has strong implications for the ability of the teachers to develop preferences in the student for reading books of high literary value.

IV. BOOK SELECTION PRACTICES

Information about the book selection practices in the three schools was gathered from questions three and four of the questionnaire (Appendix B). It was thought that knowledge of the ways in which teaching personnel were involved in the book selection process, and knowledge of the school's sources of information utilized in the choice of new titles might explain some differences and similarities in the three fiction collections.

Personnel Involved in Book Selection

In the first year of operation school X's books had been selected by the teachers on a per-pupil-grant basis. In the following two years when the school acquired a full-time librarian the books were selected by the librarian in consultation with the classroom teachers. Because approximately one thousand books were transferred from another school to this library when it opened, much of the collection was not chosen by the present staff. In each year covered by the questionnaire the fiction in school Y had been chosen by a staff committee, and in school Z the fiction had been selected by all the teachers on a per-pupil-grant basis for each of the five years, with no stated

change after the addition to the staff of a full-time librarian.

The librarian in each school was a member of the School Library Council of the Alberta Teacher's Association. Members of this organization are sent periodic lists of recommended books to be considered for inclusion in Alberta school libraries.

Sources of Information for Book Selection

School Z was the only school which reported that publisher's catalogs had been the main source of information relied upon by teachers in their choice of new titles. School X used a combination of publisher's catalogs, standard booklists and critical reviews to select new titles for the library. School Y chose books directly from the School Book Branch and local book stores in addition to selecting titles from publisher's catalogs and standard booklists.

In answer to question six of the questionnaire, it was found that each of the school libraries contained a copy of the Basic Book List for Elementary Grades and its Supplement. School X and school Z subscribed to Children's Catalog starting with the 1966 edition.

It was concluded that the information about the tools of book selection used in the three schools and the information concerning the persons who made the selection was not sufficient to account for the differences in the literary quality of the fiction between each of the three schools. None of the schools had had

full-time librarians long enough for this factor to have a noticeable effect on the quality of the collections (Table IV).

V. SCOPE AND VARIETY IN THE SAMPLES

A list of each of the subject classifications of the fiction titles in the 1961 Children's Catalog was compiled and condensed into thirty categories (Table XIX). Each title in the three samples was classified into one of these thirty categories to give an indication of the variety of fiction available to the students in each school. It was recognized that the list incorporated a measure of subjectivity since few books can be classified within a single subject area. It was decided that the list would reflect the reading interests of children as defined by Norvell¹⁵ and Stevenson¹⁶ as well as being a modified condensed list of formal subject headings.

School Z which had the fewest number of titles in its sample contained the largest number of subjects. That this was so may be explained by the fact that the library collection served both elementary and junior high school students unlike the other two libraries which served only elementary school students.

¹⁵ George W. Norvell, What Boys and Girls Like to Read (Morristown, New Jersey: Silver Burdett Company, 1958), pp. 176-177.

¹⁶ Margaret Stevenson, "An Investigation of the Agreement Between Reading Interests as Expressed by Students and As Predicted by Teachers," (M. Ed. thesis proposal, University of Alberta, Edmonton, February, 1968), p. 7. (Mimeographed.)

TABLE XIX

FREQUENCY OF OCCURRENCE OF SUBJECTS

IN THE SAMPLES

Subject	School X	School Y	School Z
1. Adventure-Historical	2	1	7
2. Adventure-Historical (Girl)	0	2	0
3. Adventure-Modern	0	2	4
4. Animals	14	13	8
5. Birds, reptiles	2	2	1
6. Careers	0	0	1
7. Cats	2	3	3
8. Christmas and Other Holidays	6	0	2
9. Cowboys, Ranch Life	2	0	0
10. Dogs	6	1	2
11. Dolls	1	0	1
12. Everyday Life	8	9	8
13. Everyday Life (Girl)	3	6	5
14. Fantasy	16	16	8
15. Frontier and Pioneer Life	0	0	0
16. Frontier and Pioneer Life (Girl)	0	1	0
17. Ghosts and Witchcraft	1	0	1
18. Horses	4	8	6
19. Humor	4	5	1
20. Indians of North America	1	1	0
21. Machinery	3	0	1
22. Mystery and Detective	3	1	1
23. Nature	4	0	2
24. Other Lands	7	4	1
25. School	0	0	0
26. Science Fiction	1	0	1
27. Sea, Pirates, Shipwrecks	0	0	0
28. Sports	0	0	1
29. Wars in History	0	0	0
30. World War II	0	0	0
TOTAL NO. OF BOOKS IN THE SAMPLE	90	75	65

TABLE XX
NUMBER OF SUBJECT AREAS FOUND IN EACH SAMPLE

School	Number
X	20
Y	16
Z	21

Fantasy and animal stories accounted for the largest number of titles in each sample. Norvell found that both boys and girls had a high preference for animal stories. He found that boys had neutral attitudes towards fantasy while girls showed a preference for this type of subject.¹⁷ A third type of story which was well represented in all three libraries was fiction classed as stories of everyday life. These were divided in the classification into those which had girls as the main character and those which featured boys in this role since Norvell found that girls will read books about boys, but boys avoid stories about girls.¹⁸ Norvell also found that girls prefer home life stories while boys place this kind of story low on their list of preferences.¹⁹ The samples

¹⁷ Norvell, loc. cit.

¹⁸ Norvell, loc. cit.

¹⁹ Norvell, loc. cit.

contained very few mystery or humorous stories although these types have high appeal for both boys and girls. The books that were classified as humor in all three schools were books for the lower elementary grades. All three libraries seemed deficient in stories with high appeal to boys, other than those classed in the animal story categories. There were no books in the three samples in the two categories of war stories. Other interests of boys such as sea stories, sports, science fiction and ranch stories were not consistently represented in the three libraries.

The frequency of representation of the thirty subjects as found in each of the samples is presented in Table XIX. Norvell²⁰, Terman and Lima²¹, and others²² have reported that boys and girls, at age nine begin to have definite subject preferences in reading material. Table XXI was constructed on the basis of the reading interests that boys and girls expressed in these studies. The table indicates that girls would find a greater number of interesting fiction titles in the libraries than would boys.

²⁰ Norvell, loc. cit.

²¹ Lewis M. Terman and Margaret Lima, Children's Reading, A Guide for Parents and Teachers (New York: D. Appleton and Company, 1931), pp. 36-39.

²² Robert L. Thorndike, Children's Reading Interests (New York: Columbia University, 1941), p. 36, cited in Henry P. Smith, and Emerald Dechant, Psychology in Teaching Reading (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1961), p. 278.

TABLE XXI

NUMBER OF TITLES IN THE SAMPLES WITH SUBJECTS WHICH ARE OF
HIGH INTEREST TO BOYS AND TO GIRLS

Subject	High Interest School To Boys X Y Z			High Interest School To Girls X Y Z			Boys 45	Girls 76	TOTALS
	*	2	1	7	*	2	1		
1. Adventure-Historical	*				*	2	1	7	
2. Adventure-Historical (Girl)	*	0	2	4	*	0	2	0	
3. Adventure-Modern	*	14	13	8	*	0	2	4	
4. Animals	*				*	14	13	8	
5. Birds, Reptiles	*	*	2	1	*	2	2	1	
6. Careers	*	*	0	1	*	0	0	1	
7. Cats	*	*	2	3	*	2	3	3	
8. Christmas, and Other Holidays	*	6	0	2	*	6	0	2	
9. Cowboys and Ranch Life	*	2	0	0	*	2	0	0	
10. Dogs	*	6	1	2	*	6	1	2	
11. Dolls	*				*	1	0	1	
12. Everyday Life	*				*	8	9	3	
13. Everyday Life (Girl)	*				*	3	6	5	
14. Fantasy	*	0	0	0	*	16	16	8	
15. Frontier and Pioneer Life	*				*	0	0	0	
16. Frontier and Pioneer Life (Girl)	*				*	0	1	0	
17. Ghosts and Witchcraft	*				*	1	0	1	
18. Horses	*	4	8	6	*	4	8	6	
19. Humor	*	4	5	1	*	4	5	1	
20. Indians of North America	*	1	1	0	*	1	1	0	
21. Machinery	*	3	0	1	*	3	1	1	
22. Mystery and Detective	*				*	2	1	1	
23. Nature									
24. Other Lands								2	2
25. School							1	1	2
26. Science Fiction	*						0	0	0
27. Sea, Pirates, Shipwrecks	*						0	0	0
28. Sports	*						0	0	0
29. Wars in History	*						0	0	0
30. World War II	*						0	0	0

VI. THE FORMAT OF BOOKS

The portion of the evaluation sheet on which the format was evaluated was designed to elicit information about the appearance and binding of the books in the sample. The results of the format evaluations were computed in percentages and are presented in Tables XXII to XXIV. Books which were rated inferior were those which were unsuitable for rebinding, or had type too small or paper of too cheap a quality to be easily read, or which were so torn or damaged that they should have been discarded. It was found that thirty-two per cent of the books in school Z were in this category as were twenty-three per cent of the books in school Y and eighteen per cent of the books in school X. The largest percentage of books with superior format was located in school X. The fact that this school library was the only one in the study which had been staffed by qualified teacher-librarians for two years may have partially accounted for the difference. There seemed to be no pattern or relationship between books rated superior, average and inferior in quality and those rated superior, average and inferior in format.

VII. THE CANADIAN LIBRARY STANDARDS

The Canadian Library Association quantitative standards for school libraries lay down specific minimum standards for

TABLE XXII
FORMAT RATINGS OF BOOKS IN SCHOOL X IN PERCENTAGES

Literary Quality	Format		
	S	A	I
	S	17.78	14.44
	A	12.22	8.89
I		11.11	17.78
		10.00	

TOTAL: 90 BOOKS

TABLE XXIII
FORMAT RATINGS OF BOOKS IN SCHOOL Y IN PERCENTAGES

Literary Quality	Format		
	S	A	I
	S	10.67	12.00
	A	9.33	16.00
I		6.67	22.67
		13.34	

TOTAL: 75 BOOKS

S - Superior
A - Average
I - Inferior

TABLE XXIV

FORMAT RATINGS OF BOOKS IN SCHOOL Z IN PERCENTAGES

Literary Quality	Format		
	S	A	I
	S	13.84	18.46
	A	10.77	9.23
I		6.15	7.69
		TOTAL: 65 BOOKS	

school libraries with an active library program. These include the following:

1. Each library should have established a basic collection of 5,000 titles, in one to three years, provided by capital grant.
2. There should be one librarian for the first three hundred students and one librarian for each additional five hundred students or major fraction thereof.
3. There should be one clerk for each five hundred students or major fraction thereof.
4. The per student per year grant should be five to eight dollars for books and two to four dollars for audio-visual materials.²³

When the three libraries were compared to these minimum standards they were found deficient in all four areas. No library contained the minimum collection of 5,000 titles. The largest library of the three held slightly in excess of 2,400 titles. None of the library book collections was established by capital grant. School A should have had the part-time services of a second librarian and the services of a full-time clerk. There was no clerical help provided for any of the three librarians. The library book grant for each of the three schools was five dollars per pupil per year and it was provided for the purchase of all library materials, print and non-print. The three libraries were lacking both the staff and the materials necessary for the implementation of the dynamic type of school library program recommended in the Canadian School Library standards.

²³Canadian Library Association, Standards of Library Service for Canadian Schools (Toronto: Ryerson Press, 1967), pp. 52, 57-58.

VIII. WRITTEN BOOK SELECTION POLICIES

In answer to the final portion of the questionnaire, the principals of each of the three schools checked "no" to the query, does your school have a written book selection policy? The principal of school Y said that he set the school policy year by year and that the policy related only to what portion of the book grant would be spent for fiction and what portion for non-fiction books.

There was no policy, written or unwritten at the district level.

It is believed necessary by the American Association of School Librarians that a formal "Materials Selection Policy" be adopted by every school district "as a basis for consistent excellence in choice of materials and as a document which can be presented to parents and other citizens for their further understanding of the purposes and standards of selection in school library materials."²⁴

The document should incorporate school policy in the following areas:

1. Selection Personnel
2. Types of material covered
3. Objectives of selection
4. Criteria for selection
5. Selection tools

²⁴ American Library Association, "Policies and Procedures for Selection of School Library Materials" (Chicago: Approved by the Directors of the American Association of School Librarians, 1961), pp. 1-2.

6. Challenged materials²⁵

The lack of such a document in the school district studied may be a factor in the lack of consistent quality and the lack of variety in the fiction collections.

Proportion of Fiction to Non-Fiction in the Collections

An interesting difference between the collections was in the proportion of fiction to non-fiction in each library. Table XXV presents the percentage ratio of fiction to non-fiction in each of the schools. The figures are lower than those which appear in the school's records because some books were reclassified for the purposes of this study.²⁶ Egoff states that school collections should be composed of thirty per cent fiction and seventy per cent non-fiction. The proportion of recreational reading in school libraries should increase, recommends Egoff, as the distance from adequate public library service increases.²⁷ An analysis of the fiction and non-fiction composition of the 1961 Children's Catalog yielded a result of thirty-three per cent fiction or 1,068 titles of the total of 3,310 books entered.²⁸

²⁵ Ibid.

²⁶ See Table VI, p. 52.

²⁷ Sheila A. Egoff and Barbara Gibson, "School Library Service in the School District of New Westminister" (Vancouver: University of British Columbia, 1963), p. 24. (Mimeographed.)

²⁸ Supra., p. 8. Fiction as defined for the study.

TABLE XXV
 PROPORTION OF FICTION TO NON-FICTION
 IN THE LIBRARIES

School	Total No. of Titles	Fiction	Non- Fiction	Per Cent Fiction	Per Cent Non-Fiction
X	1,790	900	890	50.28	49.72
Y	2,424	750	1,674	30.94	69.06
Z	2,178	650	1,528	29.84	70.16

Egoff²⁹ and the Canadian School Library Standards³⁰ affirm that the composition of the book collection of the school library must be tailored to fit the needs of the curriculum and the local situation. School X needed a larger proportion of fiction than average because the book collection was designed to meet the needs of a body of very young students. The books in school X were largely the 'easy' and picture book type to meet the special needs of the school. Schools Y and Z had a proportion of fiction to non-fiction which followed the guidelines laid down for school libraries.

IX. SUMMARY

In chapter four the results of the literary analysis of the samples have been reported. The fiction collections in the schools had been enlarged by the addition of outdated readers making them seem larger than they actually were. When the readers were removed the size of each sample was significantly reduced.

Although school Z had a fiction collection which was superior to the ones in school X and Y, all three collections were deficient in range of subjects, in total numbers of books and in staff necessary for an effective library program. The lack of

²⁹Egoff, p. 17.

³⁰Canadian Library Association, p. 11.

written selection policies and the reliance on publisher's catalogs for information in the selection of books were factors which may have resulted in the high percentages of inferior books in each school.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. INTRODUCTION

The purpose of this study was to gather information about the quality of the fiction in the centralized elementary school libraries of a small urban Alberta school district. The necessary information was collected by taking a sample of the fiction from each school library, reading it, and evaluating each title according to a set of criteria designed for the study. Peripheral information relating to the size of the schools, the library quarters, the personnel, the methods of book selection and the nature of policies was gathered by means of a questionnaire and by interviews with the principals and librarians of each school. Details of the evaluations and of the information so gathered were reported and analyzed in chapter four. In this chapter the results are summarized in an attempt to answer the questions stated in the purpose of the study.

II. QUESTIONS, ANSWERS AND IMPLICATIONS

The five questions which were stated in the purpose of the study¹ are answered in this section. The answers are based on the

¹Supra, Chapter I, p. 8.

detailed information presented and analyzed in chapter four. They reflect conditions existent in the school district where the research took place.

Do the Fiction Collections of the Schools in the Study Reflect a Concern for High Standards of Quality?

On the basis of the criteria designed for the evaluation of books for this study the answer was no. The library which contained the largest number of titles which were rated in the average and superior categories housed only eighty per cent of fiction titles with these ratings. The implication of twenty per cent of the fiction titles being of inferior literary quality means that one out of every five books available to students in this library is of inferior quality. The books evaluated by the study were books which met a common definition of fiction.² In addition to these books large numbers of discarded reading textbooks were being presented to the students as part of the fiction collection further limiting the choice of high quality fiction. The situation was the most extreme in the school with the least number of fiction titles which were rated average and superior. Only fifty-seven per cent of the fiction titles in this school were judged to be of adequate literary quality. The student's opportunity of finding

²Supra, Chapter I, p. 8.

fiction of high quality in that library was correspondingly reduced. This school contained a high proportion of reading textbooks which were presented to students under the guise of fiction.³ School X which had sixty-one per cent of its fiction titles judged adequate had the fewest number of texts in its collection. On the basis of the data it was judged that each of the three libraries had fiction collections of poor quality, severely hampering the development of literary taste in students, and inhibiting the development of sound literature programs and reading guidance programs within the schools.

Do the Fiction Collections have Scope and Variety, Providing the Students in the Schools with Different Kinds of Books with Which to Satisfy their Diverse Interests?

The check list for scope and variety was compiled from the fiction subject headings of the 1961 Children's Catalog and from classes of fiction used in studies of children's reading interests.⁴ When this measure of thirty categories was applied to the titles in each sample, it was found that the subject range of the titles in each of the samples was limited to between approximately one-half and two-thirds of the range in the measure.⁵ When the subject range was

³Supra, Chapter IV, Table VII.

⁴Supra, Chapter IV, pp. 73-74.

⁵Supra, Chapter IV, Table XX.

compared to the subject preferences of boys and girls as reported in studies of reading interests, it was found that more of the titles were likely to be of interest to girls than to boys. Studies have shown that girls tend to read more books than boys and to have more catholic taste in fiction so it is significant that the collections exhibited a sex bias which may discourage boys from reading.⁶

Are there Differences Between the Fiction Collections of the Three Schools over and above that which Might be Explained by Grade Compositions?

Some differences were found in the collections over and above those which might be determined by the different grade compositions of the three schools. Thirteen per cent of the titles in school Y's sample were stories by Thornton W. Burgess and by Edward P. Dolch.⁷ All of the titles of these two series which appeared in the sample were judged inferior. Both series contributed to the high proportion of inferior stories in school Y.

Do the Policies and Methods of Book Selection Vary in the Three Schools?

Each of the three schools in the study reported that there

⁶Henry P. Smith and Emerald V. Dechant, Psychology in the Teaching of Reading (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1961), p. 278.

⁷See Appendix C, pp. 115-117.

was no written or unwritten 'Materials Selection Policy' either at the school or the district level.⁸ The lack of such a policy meant that the teachers had no written guidance as to the types and quality of books to be chosen. There was no policy which could be shown to interested parents or which could be used to defend the school's selection policy against pressure groups. The failure to develop a selection policy may be one factor which contributed to the inferior quality of some of the books in the fiction collections.

The methods of book selection were examined in two ways.

1. By the tools of book selection employed in each school.
2. By the personnel within each school who selected the books.

Each of the three schools in the district reported that the use of publisher's catalogs was an important factor in the selection of books. Surprisingly school Z, which reported that it relied mainly on publisher's lists, had the greatest number of books judged average and superior. The other two schools stated that they relied heavily on critical reviews and recommended booklists in addition to publisher's lists. School Y did not subscribe to Children's Catalog while schools X and Z did. Although school Z did not report professional media as influencing the selection of fiction, some major

⁸Supra, Chapter IV, p. 82.

lists were available to the teachers and the librarian in the library holdings.⁹ It was concluded that not enough information was gained about the use of selection tools to deduce the effect of this factor on the quality of the fiction collections.

Before the library programs in each school were expanded to include full-time librarians the fiction was selected in two of the three schools on a per-capita grant basis by the classroom teachers. Each teacher prepared an order list which was processed by the school secretary after approval from the principal. The third school principal appointed a committee of staff to choose the new fiction. School X's fiction was selected by the librarian in consultation with the teachers after the library program was expanded to include a full-time librarian. The other two schools maintained the policy they had been following. School X was the only school with a librarian educated both in pedagogy and in librarianship.¹⁰ The differences between the schools in the personnel participating in book selection were not large enough or of long enough duration to determine any effect these differences had on the composition of the fiction collections.

Do the Collections Exhibit Attractiveness so that they are Appealing in Appearance and Invite the Attention of Prospective Readers?

The percentages of books with inferior format, that is books

⁹ Supra, Chapter IV, p. 72.

¹⁰ Supra, Chapter IV, Table IV.

too torn, or dirty, or of such poor binding that their use would be severly limited in a school library ranged from eighteen per cent in school X to thirty-two per cent in school Z. The study took place at the end of the school term and it is at this time that books are rebound and repaired so this number of books is not surprising. Some titles judged superior in literary quality were judged inferior in format for reasons other than wear and tear.

II. RECOMMENDATIONS

1. Little research exists concerning the quality of school library collections. There is no information of this nature available concerning elementary school libraries in Alberta. There is evidence that libraries in small school districts are growing in a haphazard fashion due to lack of money and qualified staff. It is therefore recommended that studies be made of the quality of collections over and above the quantity. It is further recommended that the Department of Education take steps to create a set of qualitative standards for the school libraries of the province which would provide guidelines for building quality collections.

2. A Department of Education Survey has shown that forty-three per cent of the practicing school librarians in the province have had no preparation in librarianship.¹² It is recommended that

¹² Blanche Friderichsen, "Statisculating on School Libraries in Alberta" Index, 1:18-19, Summer, 1968.

the Department of Education provide educational grants to teachers for the purpose of studying library science.

3. The school libraries in the study were hampered not only by a paucity of numbers of quality titles in the fiction collections but also by lack of numbers of books in each library. It is recommended that these libraries immediately increase their collections to five thousand titles, the minimum for schools with enrollments of five hundred students or less, as stated in Standards of Library Service for Canadian Schools.¹³

4. It is further recommended that all additions to these libraries be chosen with the use of highly recommended booklists or after studying several reviews of each current title under consideration. Care should be taken that where several editions of a title are available, such factors as size of print and quality of binding be considered important factors in the edition chosen.

5. A carefully worded 'materials selection' policy which incorporates the philosophy of the school system and specific guidelines for the selection of different types of library materials aids in the consistent development of library collections which meet the demands of the curriculum and reflect the local concerns of the school district. It is therefore recommended that the

¹³Canadian Library Association, Standards of Library Service for Canadian Schools (Toronto: Ryerson Press, 1967), p. 57.

district adopt such a policy as soon as possible.

III. SUGGESTIONS FOR FURTHER STUDY

The present study was designed as a survey to determine the nature of fiction collections in the libraries of a single school district. Since very little research has been undertaken in this area the study was hampered by a lack of instruments, and the absence of standards with which to compare the findings. The following are some suggestions for further study which would assist in producing a comprehensive picture of elementary school library collections in Alberta.

1. There is a need to develop more precise instruments for evaluating the various components of school library collections.

The lack of such instruments led to the design of the fiction-evaluation score-sheet used in the present study.

2. The present study analyzed the fiction collections through evaluation of titles chosen by a random sampling procedure. The findings were related only to those titles in the samples. No comment was possible concerning titles which were suitable for school libraries but not included in the collections. There is a need for studies which pin point specific areas or titles which may be lacking in book collections.

3. Little research is available concerning the nature of elementary school library development in Alberta. There is a need

for studies which compare the development of school library collections in districts where there is direction from a library coordinator and districts where there is none.

4. There was no attempt in this study to determine student reaction to books rated superior and average by the criteria.

Books must be selected for both high standards of literary quality and for interest to students. A study of this nature would have strong implications for reading guidance programs.

5. It was indicated in the study that the fiction collections in the cooperating schools may have been more appealing to girls than to boys. A future study might determine whether this was a local phenomenon or whether other school library collections exhibit this bias.

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APPENDIX A

1. FICTION EVALUATION SCORE-SHEET
PART A. LITERARY ANALYSIS
PART B. FORMAT ANALYSIS
2. CHECKLIST FOR SCOPE AND VARIETY

FICTION-EVALUATION SCORE-SHEET

PART A

Literary Analysis

<u>Score</u>	S (SUPERIOR) <u>3</u>	A (AVERAGE) <u>2</u>	I (INFERIOR) <u>1</u>
1. (X2)	Characters are real and consistent in action or development. They talk and act as people (or characters) really would, within the story framework.	Fairly real or not completely consistent; and/or somewhat sentimental.	Unreal and implausible; or characters do not exist outside story; and/or extreme sentimentality.
2. (X2)	Good plot construction. Contains an integrated story leading logically to a climax.	Fairly good plot construction. Some emphasis on coincidence.	Plot depends on melodrama and coincidence to reach a climax. Plot is contrived.
3. (X2)	Style suitable to subject matter. Well written. Author is original and individual and interesting.	Somewhat didactic or written down; or not clear enough or simple enough for the intended readers.	Very didactic or written down; and/or patronizing or style not suited to subject matter.
4.	Has high degree of imaginative appeal.	Lacks vivid imaginative appeal.	Unimaginative
5.	Has elements of action, liveliness conversation; and/or child humor.	Has these to a limited degree.	Humor is adult; and/or little action; and/or little conversation.
6.	Concepts geared to child's level of development; help	Does not increase such understanding or broaden such	* Has negative or unethical values or is outside the

<u>Score</u>	S (SUPERIOR) <u>3</u>	A (AVERAGE) <u>2</u>	I (INFERIOR) <u>1</u>
6.	him grow in understanding of himself, both as an individual and as a member of society; broadens intellectual or emotional experiences.	experiences to any degree.	child's interest.
7. <u>Fiction Only.</u>	Illustrations are attractive. Various forms of art are acceptable but must conform to principles of form and balance. Pictures must complement or decorate the text.	Not very artistic or imaginative; and/or pictures not completely related to the text.	Unimaginative, lack of artistic quality, stereotyped faces or animals; and/or little or no relation to text.
8. <u>Picture Books Only</u>	(X2) Artistic illustrations, adhere to principles of drawing, composition and balance. Imaginative.	Does not have these qualities to a great degree.	Unartistic, unimaginative; and/or stereotyped faces or figures; and/or cartoon-like drawings.
9. <u>Picture Books Only.</u>	(X2) Are an integral part of the text, create the mood of the text, interesting to children. Portray the unfamiliar so it is understandable.	Accompany but do not add to the mood of the text. Reflect the story in a manner moderately understandable to children.	Are unrelated to text or have no meaning for child.

* Any book rated inferior by criterion six was rated inferior for the purpose of the study regardless of the total score amassed on the other criteria.

PART B

FORMAT EVALUATION

Superior (3)	Average (2)	Inferior (1)
1. Good quality paper, appropriate size - clear type, wide margins, clean.	Acceptable paper, print and type size; medium narrow margins and/or smudgy marks on pages.	Print too small, paper thin and cheap, margins too narrow to permit rebinding, and/or very dirty or torn or marked pages.
2. Book binding in good condition, eye-catching, attractive, strongly bound, and/or plastic covers.	Average binding or does not attract the eye, is not obviously worn.	Weak binding, and/or board covers, or needs immediate repair, or is badly mended, or is very unattractive.

Author Class

Title

Publisher Place Year

Lit. Score Lit. Rating Code

Lit. Score Lit. Rating Code

Format Score Format Rating School

CHECK LIST FOR SCOPE AND VARIETY

All of the following content categories should be reflected in a fiction collection which has scope and variety. This list was compiled from the classes of fiction found in the 1961 Children's Catalog. The categories were condensed on the basis of subject-appeal to children.

1. Adventure-Historical
2. Adventure-Historical (with a girl as the main character)
3. Adventure-Modern
4. Animals
5. Birds and reptiles
6. Careers
7. Cats
8. Christmas and other holidays
9. Cowboys and ranch life
10. Dogs
11. Dolls
12. Everyday life
13. Everyday life (with a girl as main character)
14. Fantasy and fairy tales
15. Frontier and pioneer life
16. Frontier and pioneer life (with a girl as main character)
17. Ghosts and witchcraft

18. Horses
19. Humor
20. Indians of North America
21. Machinery
22. Mystery and detective
23. Nature
24. Other lands and peoples
25. School
26. Science fiction
27. Sea stories, pirates and shipwrecks
28. Sports
29. Wars in history
30. World War II

APPENDIX B

PRINCIPAL AND LIBRARIAN QUESTIONNAIRE

QUESTIONNAIRE

School

1. Number of Elementary classrooms

Number of teachers and teaching personnel who spend all their time
in the school

Grade range Number of students

2. Total number of titles in school library

3. In the last five years who selected most of the fiction for the
school library? Use check marks

	<u>67-68</u>	<u>66-67</u>	<u>65-66</u>	<u>64-65</u>	<u>63-64</u>
a. Principal
b. Vice-principal
c. One teacher
d. All the teachers on a per-pupil- grant basis
e. Librarian
f. Other (Please explain on back)

4. How has the fiction been selected?

a. Mainly from publisher's catalogs and trade lists?

b. Mainly from Book lists and reviews such as Children's Catalog,
reviews in teacher's magazines written by teachers and not
associated with the book trade?

c. A combination of these?

d. Other sources?(Name briefly)

5. Is any person in your school or the librarian (or both) a member of the A.T.A. School Library Council?

YES NO

School _____

Librarian _____

Both _____

6. Does your school subscribe to (Please check if yes)

- a. Children's Catalog
- b. School Library Journal
- c. Ontario Library Review
- d. Horn Book Magazine
- e. Booklist and Subscription Books Bulletin

7. Does the school have a copy of: (Please check if yes)

- a. The Canadian Library Association Basic Book List For Elementary Schools
- b. The Supplement to the above
- c. Basic Book Collection for Elementary Grades, American Library Association
- d. Junior Bookshelf A list of Children's Books Recommended for the Public Libraries of Alberta

8. Does your School have a written book selection policy?

yes no

APPENDIX C

1. RATINGS OF THE BOOKS IN THE SAMPLES
2. RATINGS OF THE BOOKS REMOVED FROM
THE SAMPLES.

BOOKS IN THE SAMPLES

AND RATINGS

AUTHOR	TITLE	SCHOOL	RATING
Adelson, Leon	<u>Mr. Twitmeyer and the Poodle</u>	Z	S
Agle, Nan Hayden	<u>Three Boys and a Tugboat</u>	X	A
Andersen, H. C.	<u>The Ugly Duckling</u>	Z	A
Anderson, C. W.	<u>Blaze and the Gypsies</u>	Y	A
Anderson, C. W.	<u>Blaze and the Mountain Lion</u>	Y	A
Anderson, C. W.	<u>A Filly for Joan</u>	Y	A
Arora, Shirley L.	<u>"What Then, Raman?"</u>	Y	S
Arundel, Jocelyn	<u>Shoes for Punch</u>	Z	A
Association for Childhood Education	<u>Told Under The Blue Umbrella</u>	X	S
Auerbach, Marjorie	<u>Seven Uncles Come To Dinner</u>	X	A
Aulaire, Ingri D'	<u>Don't Count Your Chicks</u>	Z	S
Averill, Esther	<u>Jenny's Moonlight Adventure</u>	Y	A
Bannon, Laura	<u>Little People of The Night</u>	Z	A
Barnum, Jay Hyde	<u>Motorcycle Dog</u>	X	I
Barr, Jene	<u>Surprise For Nancy</u>	X	I
Beatty, H. B.	<u>Little Wild Horse</u>	X	S
Berg, Jean Horton	<u>The O'Learys and Their Friends</u>	Y	I
Berg, Jean Horton	<u>The Wee Little Man</u>	Y	I
Bethel, Jean	<u>Barney Beagle Plays Baseball</u>	X	I

AUTHOR	TITLE	SCHOOL	RATING
Beyer, E.	<u>Happy Animal Families</u>	X	I
Bond, Gladys	<u>The Secret at Rocky Ridge</u>	Y	I
Bonsall, C. B.	<u>Tell Me Some More</u>	X	A
Bosworth, A. J.	<u>A Bird for Peter</u>	Z	A
Bradbury, B.	<u>Two on an Island</u>	Z	S
Bramwell, B.	<u>Adventure at the Mill</u>	X	I
Brayton, M.	<u>A Cat's Tale</u>	Z	I
Brett, M.	<u>Robin Find's Christmas</u>	X	I
Brock, E. L.	<u>To Market To Market</u>	X	S
Brooke, L.	<u>Johnny Crow's Garden</u>	Y	S
Brown, M. W.	<u>The Wonderful House</u>	Y	I
Bryant, S. C.	<u>The Burning Rice Fields</u>	X	S
Bryant, S. C.	<u>Epaminondas and his Auntie</u>	Y	A
Buchheimer, N.	<u>Night Outdoors</u>	X	I
Burgess, T. W.	<u>Adventures of Billy Coon</u>	Y	I
Burgess, T. W.	<u>Adventures of Mr. Mocker</u>	Y	I
Burgess, T. W.	<u>Adventures of Reddy Fox</u>	Y	I
Burgess, T. W.	<u>Danny Meadow Mouse</u>	Y	I
Burgess, T. W.	<u>Old Granny Fox</u>	Y	I
Burton, V. L.	<u>The Little House</u>	Z	S
Carruth, J.	<u>My Book of Pinocchio</u>	Y	I
Caryl, Jean	<u>Bones and The Smiling Mackerel</u>	Z	A
Chalmers, A.	<u>I Had a Penny</u>	X	I

AUTHOR	TITLE	SCHOOL	RATING
Chandler, E. W.	<u>Cowboy Sam and Freckles</u>	X	I
Chandler, E. W.	<u>Cowboy Sam and Miss Lily</u>	X	I
Clark, A. N.	<u>Little Navajo Bluebird</u>	Y	S
Clark, A. N.	<u>Medicine Man's Daughter</u>	Z	S
Clarke, M.	<u>Christmas Tree Fairy</u>	X	I
Clymer, E.	<u>Harry, The Wild West Horse</u>	Z	A
Collins, F.	<u>The Puffing Billy</u>	X	I
Collodi, C.	<u>Adventures of Pinocchio</u>	Z	S
Cooke, D. E.	<u>The House That Jack Built</u>	Z	A
Coombs, P.	<u>Dorrie and the Blue Witch</u>	Z	A
Corson, H. W.	<u>Peter and the Unlucky Rocket</u>	X	I
Culp, L. M.	<u>Langurnini, Little Monkey of India</u>	Z	S
Daly, M.	<u>Patrick Visits the Zoo</u>	X	I
Defoe, D.	<u>The Life and Strange Surprising Adventures of Robinson Crusoe</u>	Z	S
Defoe, D.	<u>Robinson Crusoe</u>	X	S
Dejong, C.	<u>Around the Dom</u>	Y	A
Dodge, M. M.	<u>Hans Brinker and the Silver Skates</u>	Z	A
Dolch, E.	<u>Andersen Stories for Pleasure Reading</u>	Y	I
Dolch, E.	<u>Elephant Stories</u>	Y	I
Dolch, E.	<u>Friendly Birds</u>	Y	I
Dolch, E.	<u>Horse Stories</u>	X	I

AUTHOR	TITLE	SCHOOL	RATING
Dolch, E.	<u>In the Woods</u>	X	I
Dolch, E.	<u>Once There Was a Cat</u>	Y	I
Drake, A.	<u>The Black Penny</u>	X	I
Dubois, W. P.	<u>Otto in Texas</u>	X	S
Eppenstein, L.	<u>Sally Goes Shopping Alone</u>	Z	I
Ets, M. H.	<u>In the Forest</u>	Y	S
Ets, M. H.	<u>Mr. T. W. Anthony Woo</u>	X	S
Farley, W.	<u>Little Black, a Pony</u>	X	S
Fatio, L.	<u>Red Bantam</u>	Z	S
Fenton, E.	<u>The Big Yellow Balloon</u>	X	A
Freeman, D.	<u>Space Witch</u>	X	A
Fry, R. K.	<u>Child of the Western Isles</u>	Z	A
Gage, W.	<u>Ghost of Five-Owl Farm</u>	X	A
Gagg, M. E.	<u>Going to School</u>	Y	I
Gannet, R. S.	<u>Katie and the Sad Noise</u>	Y	I
Garn, D.	<u>The Pony Engine</u>	Y	I
George, J. C.	<u>Summer of the Falcon</u>	Y	A
Gipson, F.	<u>Old Yeller</u>	Y	S
Godden, R.	<u>Miss Happiness and Miss Flower</u>	X	S
Gore, M.	<u>Diamond Listens to Bands</u>	X	A
Graham, J.	<u>Children on a Farm</u>	X	I
Grahame, K.	<u>Wind in the Willows</u>	Z	S
Gramatky, H.	<u>Hercules</u>	Z	S

AUTHOR	TITLE	SCHOOL	RATING
Gramatky, H.	<u>Little Toot</u>	X	S
Grannan, M.	<u>New Maggie Muggins</u>	Y	I
Guilfoile, E.	<u>Nobody Listens to Andrew</u>	Z	S
Hader, B.	<u>Snow in the City, A Winter's Tale</u>	Z	A
Hader, B.	<u>Squirrely of Willow Hill</u>	Z	S
Hallqvist, B.G.	<u>Mr. Hazelnut</u>	Y	A
Hamberger, J.	<u>The Day the Sun Disappeared</u>	X	I
Handforth, T.	<u>Mei Li</u>	X	S
Harte, B.	<u>Stories of the Early West</u>	Z	S
Hastings, E.	<u>Big New School</u>	X	I
Haywood, C.	<u>"B" is for Betsy</u>	Y	S
Haywood, C.	<u>Eddie's Green Thumb</u>	Y	S
Haywood, C.	<u>Here comes the Bus</u>	Z	S
Helm, R.	<u>Mr. Putterbee's Jungle</u>	Z	S
Helmericks, B.	<u>Oolak's Brother</u>	Z	I
Hinkle, J. C.	<u>Shag, the Story of a Dog</u>	Z	S
Hoff, S.	<u>Sammy The Seal</u>	X	A
Hogan, I.	<u>Twin Otters and the Indians</u>	X	A
Huff, R.	<u>Bugle Boy</u>	Y	A
Hurt, F.	<u>The Caravan Cat</u>	Z	I
Ivens, D.	<u>The Upside-down Boy</u>	X	A
Janice	<u>Little Bear's Christmas</u>	Z	A
Johnson, A.	<u>Wilderness Bride</u>	Y	A

AUTHOR	TITLE	SCHOOL	RATING
Kastner, E.	<u>Emil and the Detectives</u>	X&Y	S
Kerr, M.	<u>Angela, the Lazy Princess</u>	X	A
King, Robin	<u>Burrito</u>	X	A
Kipling, R.	<u>Just So Stories</u>	X	S
Kjelgaard, J.	<u>Forest Patrol</u>	Z	A
Kopczynski, A.	<u>Jerry and Ami</u>	X	A
Langstaff, J.	<u>Over in the Meadow</u>	X	S
Lathrop, D. P.	<u>Follow the Brook</u>	Z	S
Lawson, R.	<u>Rabbit Hill</u>	Z	S
Lee, J.	<u>Joy is Not Herself</u>	Y	A
Lefevre, Felicite	<u>The Cock, the Mouse and the Little Red Hen</u>	X	S
Leitch, A.	<u>Lukey Paul from Labrador</u>	Y	I
Lenski, Lois	<u>Puritan Adventure</u>	Y	S
Lerner, M. R.	<u>Dear Little Mumps Child</u>	X	I
Lindgren, A.	<u>Mio, My Son</u>	Y	S
Lindman, Maj	<u>Flicka, Ricka, Dicka and the New Dotted Dresses</u>	Y	A
Lindman, Maj	<u>Snipp, Snapp, Snurr and the Big Surprise</u>	Y	A
Lindquist, J. D.	<u>The Crystal Tree</u>	Z	A
Linklater, E.	<u>The Pirates in the Deep Green Sea</u>	Y	S
Lobel, A.	<u>Lucille</u>	X	S
McCall, E. S.	<u>The Buttons and Mr. Pete</u>	X	I

AUTHOR	TITLE	SCHOOL	RATING
McCall, E. S.	<u>The Buttons and the Pet Parade</u>	Z	I
McCleery, W.	<u>Wolf Story</u>	X	I
McClintock, M.	<u>A Fly Went By</u>	Y	A
McCrea, J.	<u>The Magic Tree</u>	X	I
MacDonald, G.	<u>Little Island</u>	X	S
McGavran, G.	<u>Boy of the Congo Forest</u>	X	I
McGinley, P.	<u>Horse Who Lived Upstairs</u>	Z	S
McKim, A.	<u>Lexy for Short</u>	Y	A
McMath, M.	<u>The Puppy Who Liked to Chase Rabbits</u>	X	I
McNeer, M.	<u>Little Baptiste</u>	X&Y	S
Marshall, D.	<u>Invisible Island</u>	Y	I
Martini, T.	<u>What a Frog Can Do</u>	X	I
Maxwell, M. S.	<u>Eskimo Family</u>	X	I
Mead, S.	<u>Golden Day</u>	Y	I
Meek, S. P.	<u>Frog, The Horse Who Knew No Master</u>	Y	A
Meeks, E. K.	<u>Friendly Farm Animals</u>	Y	I
Minarik, E. H.	<u>Little Bear's Visit</u>	X	S
Miller, A. G.	<u>Fury</u>	Z	I
Miller, E.	<u>Mousekin's Golden House</u>	Z	A
Milne, A. A.	<u>House at Pooh Corner</u>	Z	S
Molloy, A.	<u>A Proper Place for Chip</u>	X	A
Monsell, H. A.	<u>Paddy's Christmas</u>	X	S

AUTHOR	TITLE	SCHOOL	RATING
Montgomery, R.	<u>Beaver Water</u>	Y	A
Murphy, S.	<u>Bing Bang Pig</u>	Y	I
Murphy, S.	<u>The Roly Poly Cookie</u>	Y	I
Nesbit, E.	<u>Nine Unlikely Tales</u>	Z	S
Nichols, C. F.	<u>Goat Who Ate a Cow</u>	Z	A
Nixon, K.	<u>The Busytail Family</u>	X&Y	I
Nordhoff, C.	<u>Pitcairn's Island</u>	Z	A
Olds, H. D.	<u>Christmas Tree Sam</u>	Z	I
Ott, J.	<u>Peter Pumpkin</u>	Z	I
Parker, R.	<u>The Boy Who Wasn't Lonely</u>	Z	A
Parrish, A.	<u>Floating Island</u>	Z	S
Payne, J. B.	<u>Charlie From Yonder</u>	Y	A
Perkins, L. F.	<u>Italian Twins</u>	Y	A
Petersham, M	<u>The Box With Red Wheels</u>	X	S
Politi, L.	<u>Rosa</u>	X	S
Potter, B.	<u>Tale of Jemima Puddleduck</u>	Z	S
Potter, B.	<u>Tale of Timmy Tiptoes</u>	X	S
Pyle, H.	<u>Men of Iron</u>	Z	S
Raymond, N.	<u>Friskey at the Fair</u>	Z	I
Rey, H. A.	<u>Curious George</u>	X	S
Rey, H. A.	<u>Curious George Takes a Job</u>	Z	S
Rietveld, J.	<u>Roly and Poly</u>	X	I
Riley, L.	<u>Mystery Horse</u>	Y	A

AUTHOR	TITLE	SCHOOL	RATING
Ritchie, R.	<u>Ice Falcon</u>	Z	S
Salten, F.	<u>Bambi</u>	Z	S
Sawyer, R.	<u>The Little Red Horse</u>	Z	S
Scarry, R.	<u>Richard Scarry's Busy, Busy World</u>	Y	I
Scott, J. M.	<u>White Magic</u>	Y	I
Seredy, K.	<u>White Stag</u>	X&Y	S
Sewell, A.	<u>Black Beauty</u>	Z	S
Seuss, Dr.	<u>And to Think That I Saw It On Mulberry Street</u>	X	S
Seuss, Dr.	<u>Cat In The Hat</u>	X	S
Seuss, Dr.	<u>Green Eggs and Ham</u>	Y	S
Seuss, Dr.	<u>If I Ran the Zoo</u>	Y	S
Seuss, Dr.	<u>The King's Stilts</u>	X&Y	S
Seuss, Dr.	<u>Sleep Book</u>	Y	A
Seuss, Dr.	<u>The Sneetches and Other Stories</u>	X	A
Sigsgaard, J.	<u>Paul is Alone in the World</u>	Y	I
Silverman, M.	<u>Good-For-Nothing Burro</u>	Y	A
Silverman, M.	<u>Hymie's Fiddle</u>	X	A
Sisson, R. A.	<u>The Adventures of Ambrose</u>	Y	I
Slobodkin, L.	<u>Luigi and the Long-Nosed Soldier</u>	X	S
Slobodkin, L.	<u>Dinny and Danny</u>	Z	S
Spilka, A.	<u>Aloha from Bobby</u>	X	I

AUTHOR	TITLE	SCHOOL	RATING
Steiner, C.	<u>Kiki Skates</u>	Z	A
*Stoltz, M.	<u>Second Nature</u>	Y	I
Tarry, E.	<u>Runaway Elephant</u>	Z	I
Thorpe, E. G.	<u>Sad Little Star</u>	X	I
Tooze, R.	<u>Policeman Mike's Brass Buttons</u>	Z	I
Travers, P. L.	<u>Mary Poppins</u>	X	S
Tresselt, A.	<u>Raindrop Splash</u>	Z	S
Tripp, E.	<u>The Tin Fiddle</u>	Y	A
Tudor, Tasha	<u>Pumpkin Moonshine</u>	X	A
Tworkov, J.	<u>The Camel Who Took a Walk</u>	X	S
Unwin, N. S.	<u>Proud Pumpkin</u>	X	S
Vance, M.	<u>Windows for Rosemary</u>	X	I
Varga, J.	<u>Miss Lollipop's Lion</u>	X	I
Vogel, I.	<u>Hello Henry</u>	X	A
Von Viese, U.	<u>Michael and the Elephant</u>	Z	I
Vreeken, E.	<u>Henry</u>	Y	I
Watts, Mabel	<u>Over the Hill to Ballybog</u>	X	S
Wees, F. S.	<u>The Treasure of Echo Valley</u>	X	I
Welcher, R.	<u>The Runaway Angel</u>	X	I
Westreich, B.	<u>Lance Todd at Mystery Island</u>	Z	I

* This book was rated Superior on the fiction-evaluation score-sheet but the content was judged unsuitable for girls in grade six and under.

AUTHOR	TITLE	SCHOOL	RATING
Wilder, L.	<u>Little Town on the Prairie</u>	Y	S
Will	<u>Finders Keepers</u>	X	S
Williams G.	<u>Timid Timothy</u>	X	A
Williams, J.	<u>Danny Dunn and the Weather Machine</u>	Z	I
Wooley, C.	<u>Cathy's Little Sister</u>	Y	S
Ylla	<u>Listen, Listen</u>	Y	A
Ylla	<u>Polar Bear Brothers</u>	X	A
Young, S.	<u>Boy on Defense</u>	Z	I
Zolotow, C.	<u>Sleepy Book</u>	X	S

RATINGS OF BOOKS REMOVED FROM THE SAMPLE

AUTHOR	TITLE	SCHOOL RATING REASON		
Adamson, J.	<u>Elsa</u>	Z	A	N.F. ¹
Adrian, M.	<u>Gray Squirrel</u>	Z	I	N.F.
Bianco, M.	<u>The Five-and-a-Half Club</u>	Y	I	B.R. ²
Bond, G.	<u>Down our Way</u>	Z	I	B.R.
Bond, G.	<u>Happy Times</u>	Y	I	B.R.
Crabtree, E.	<u>Under the Roof</u>	Y	I	B.R.
Crabtree, E.	<u>The New Under the Roof</u>	Y&Z	I	B.R.
Gadd, K.	<u>La Bonte the Trapper</u>	Z	I	B.R.
Gates, A. I.	<u>Friends and Fun</u>	X&Y	I	B.R.
Gates, A. I.	<u>On Four Feet</u>	Y	I	B.R.
Gates, A. I.	<u>Toby</u>	Y	I	B.R.
Gates, A. I.	<u>Tommy Little</u>	Y	I	B.R.
Hanna, P.	<u>Someday Soon</u>	Z	I	S.S.T. ³
Hildreth, B.	<u>Good Stories</u>	Z	I	B.R.
Johnson, E.	<u>Treat Shop</u>	Z	S	B.R.
McKee, H.	<u>Climbing Higher</u>	X	I	B.R.
Leary, B.	<u>Skipping Along</u>	X	I	B.R.

¹N.F. is an abbreviation for non-fiction as classified by Children's Catalog.

²B.R. is an abbreviation for basic reader.

³S.S.T. is an abbreviation for Social Studies Text.

AUTHOR	TITLE	SCHOOL	RATING	REASON
Lenski, L.	<u>Little Train</u>	X	A	N.F.
McClintock, M.	<u>David and the Giant</u>	Y	I	N.F.
Martin, C. M.	<u>Monsters of Old Los Angeles</u>	Z	A	N.F.
O'Donnell, M.	<u>Day in and Day Out</u>	Y	I	B.R.
O'Donell, M.	<u>Through the Green Gate</u>	Y&Z	I	B.R.
Phillips, M.	<u>Anything Can Happen</u>	X&Y	I	B.R.
Sawyer, R.	<u>Journey Cake Ho!</u>	X	S	N.F.
Schenk, E. M.	<u>Thanksgiving Time</u>	Y	I	R.T. ¹
Schonell, F.	<u>The Wide Range Readers, Green Book II</u>	Z	I	B.R.
Schonell, F.	<u>The Wide Range Readers, Green Book IV</u>	Y	I	B.R.
Selsam, M.	<u>Tony's Birds</u>	X	I	N.F.
Sharp, A. M.	<u>Whatnot Tales</u>	Z	I	B.R.
Sharp, A. M.	<u>Watch Me</u>	Y	I	B.R.
Sheldon, W.	<u>Fields and Fences</u>	Z	I	B.R.
Sheldon, W.	<u>Our School</u>	Z	I	B.R.
Smith, N. B.	<u>In New Places</u>	Z	I	B.R.
Wahlert, J.	<u>Meeting Our Neighbors</u>	Z	I	B.R.
Wood, A.	<u>Diesel Flyer</u>	Z	I	B.R.
Yoakam, G.	<u>Making Storybook Friends</u>	Y&Z	I	B.R.

¹Reading text.

APPENDIX D

MEMORANDUM TO SCHOOL LIBRARY SUPERVISORS
AND MEMBERS OF THE LIBRARY ADVISORY
COMMITTEE

FROM: Mrs. Blanche Friderichsen,
School Libraries Consultant
Province of Alberta

DATE: August 19, 1968

TO: Alberta School Library Supervisors &,
Members of the Library Advisory Committee

Re: Special Allowances for New School
Libraries

New Regulations, pursuant to the School Buildings Act (effective January 1, 1968), Part II, Section 6, subsection v, states the following:

"The Board may approve sums expended for equipment, not to exceed the following for new construction:

- (vi) (a) \$2.00 per square foot of recognized library space in new schools which qualify for a separate library to a maximum of \$8,000.
- (b) Up to \$500 for a school not covered in subsection (a) above."

The intent of the new regulation as it has been explained to me is that the monies derived in (a) or (b) be used primarily for books.

It is expected that monies for library equipment and furniture would be available from Part II, Section 5, which states:

"(1) The Board may approve costs of new permanent-type construction up to a maximum of \$16 per square foot of approved gross area, or the actual cost per square foot of approved gross area, whichever is the lesser. In the case of the actual cost being less than \$16 a gross square foot, an amount not to exceed \$1 per gross square foot of recognized area may be approved, on behalf of actual expenditure, for school furniture, equipment, and site development, and where applicable half of the difference between the resulting \$15 per gross square foot and the contract price may be approved similarly for further expenditure for furniture and equipment; but in no case shall the total exceed \$16 per gross square foot of approved area. The figure of \$17 with corresponding qualifications will apply to areas for junior and senior high schools. A combined elementary-junior high and/or senior high school will be divided in area for support at the rates prescribed above. The total area of such a school will be apportioned according to the ratio of functional space for elementary home rooms to the functional space for junior and/or senior high school home rooms plus that for industrial arts and home economics. In an addition is to be made to an existing school the ratio applying to the existing school plus the addition shall apply with a calculation using the average home-room size in the existing school.

"For such special purpose vocational space as may be approved by the Board and for industrial-vocational shops requiring high ceilings, built-in equipment, or other special demands the allowance per square foot of approved space is set at \$18.50, subject to the same qualifications applicable to the \$17 figure, with an additional allowance of \$1 per square foot for approved services and built-in equipment for the area that warranted the \$18.50 allowance. Such services as well as builtin furnishings and equipment as designated by the Board are recognized as part of the fabric of the structure. Items of this type will not be eligible for inclusion in the lists of moveable equipment."

Blanche Friderichsen

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